DOCUMENT RESUME

ED 431 449 JC 990 368

TITLE	Student Progress and Goal Attainment Quantitative Report, 1997-1998.
INSTITUTION	Comprehensive Adult Student Assessment System, San Diego, CA.
PUB DATE	1998-00-00
NOTE	155p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Accountability; *Adult Basic Education; *Adult Programs; Disabilities; Educational Finance; Educational Needs; Program Evaluation; Special Education; Special Programs
IDENTIFIERS	California

ABSTRACT

This report presents California's learning progress and goal attainment data for Section 321 of the Adult Education Act, administered by the United States Department of Education, which provides funding for basic skills instruction for educationally disadvantaged adults in California. This report presents data for state fiscal year 1997-98. Chapter 1 includes an overview and highlights of adult basic education in California. Chapter 2 provides information about program services and individuals served in California's ABE (Adult Basic Education) 321/326 programs. Chapter 3 focuses on the demographic characteristics of learners, their instructional level, their reasons for enrolling, and any special programs in which they participated. Chapter 4 discusses information about local agency learners' goal attainment, which includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. Chapter 5 addresses whether the local testing population represents the total local population. Chapter 6 provides information about test scores and learning gains. Chapter 7 provides information about program services. Chapter 8 provides information about program services, individuals served, and goal attainment in four specific state agency ABE 321/326 programs. Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Chapter 10 presents implications and ways the data collection process could be revised and improved. Population data are appended. (JJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 449

The 1997-1998 Student Progress and Goal Attainment Quantitative Report

Comprehensive Adult Student Assessment System (CASAS)

8910 Clairemont Mesa Blvd.

San Diego, CA 92123

Telephone: (619) 292-2900 or (800) 255-1036

Fax: (619) 292-2910

E-mail: casas@casas.org

The 1997-98 Student Progress and Goal Attainment Report presents the ABE 321/326 California learning progress and goal attainment data for state fiscal year 1997-98. Agencies that participate in the data collection for this report include school district adult schools, community college districts, community-based organizations, library literacy programs, county offices of education and jail programs, all of which must meet California Department of Education eligibility requirements. Four California state agencies, California Conservation Corps, California Department of Corrections, California Department of Developmental Services and California Youth Authority also participate in data collection.

JC990368

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Rickard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Acknowledgments

This report was prepared by CASAS for state and federal program accountability. We are grateful to the personnel in ABE 321/326 funded agencies in California who collected information from and administered tests to learners enrolled in many diverse educational programs. This report was made possible through their diligence and cooperation.

The members of the Data and Accountability Work Group, convened by the California Department of Education, deserve a special thank you for their dedication and commitment to this project throughout the year. Their foresight was invaluable for predicting the information necessary for state and federal program accountability needs and for providing field-based suggestions for assisting agencies with the data collection process. They assisted in the development of the data elements, data collection forms, uniform definitions, and identified training needs. In addition, this work group provided suggestions for reporting of the data to students, instructors, administrators, community groups, and legislators. The members of this Data and Accountability Work Group include staff from CDC and Field-based representatives. The California Department of Education Staff includes Joan Polster, Manager, Adult Education Office and Richard Stiles, Project Monitor, Adult Education Office. The field-based representatives include Noreen Hanna, Principal, Napa Adult School, Napa Valley Unified School District; Sue Lytle-Gilmore, Principal, Fremont School for Adults and A. Warren McClaskey Adult Center, Sacramento City Unified School District; Lanny Nelms, Principal, Friedman Occupational Center, Los Angeles Unified School District; Irv Rem, Assistant Superintendant, Hacienda-La Puente Unified School District and Sandra Steiger, Principal, Milpitas Adult Education Programs, Corrections Education Programs, Milpitas Unified School District.

We would also like to thank the Staff Development Institute (SDI), Outreach and Technical Assistance Network (OTAN), and the CASAS trainers for their collaborative efforts to provide training to agency representatives statewide. SDI provided outstanding trainers and was instrumental in scheduling the training sessions. Both SDI and OTAN were partners in the development of the training video tape provided to every ABE 321/326 agency. Their efforts are appreciated and contributed to the successful implementation of data collection procedures.

The report analysis was designed and written by a team at CASAS composed of: Zoë Abrahams, Lori Coogan, Dawn English, Andrew Evans, Dennis Johnston, Teri Merry, Jennifer Miller, and Pat Rickard. The report cover design was created by Zoë Abrahams. The graphics and layout were designed by Sallie Saltzman. Ardis Breslauer, Autumn Keltner, Linda Taylor, Nancy Taylor, and Pat Rickard edited the report. Anne Marie Howard Steinberger oversaw production.

This report was completed because of the hard work, dedication, and professionalism of all Data and Accountability Work Group and CASAS team members. Their efforts are truly appreciated.

Table of Contents

Executive Summary ..... *i*

Chapter One: Introduction: An Overview of Adult Basic Education in California 1

BACKGROUND 1
- Federal ABE 321/326 Grants 1
- California ABE 321/326 Programs 1
- About CASAS 1

LEARNER POPULATION AND DATA COLLECTION METHODS 2
- Total Enrollment Population 2
- Local Agencies 3
- Local Testing Agencies 4
- Local Special Education Learners 4
- State Agencies 5
- Data Collection Forms 5

METHODOLOGY 5
- Local Agencies 5
- Local Testing Agencies 5
- Special Education Learners 6
- State Agencies 6

REPORT OVERVIEW 6
- Changes from Previous Reports 6
- Chapter Contents 6

Chapter Two: Program and Learner Information for the Total Enrollment Population: Who are our Learners and in What Types of Programs do They Enroll? 9

PROGRAM INFORMATION 10
- Provider Type 10
- Instructional Program 11
- Instructional Level 13

LEARNER INFORMATION 19
- Gender 20
- Age 20
- Ethnic Background 21
- Highest Degree Earned 23

Chapter Three: Program and Learner Information for the Local Agency Population: Who Participates in Adult Education Through Local Agency Providers? 25

PROGRAM INFORMATION 25
Instructional Program 25
Instructional Levels 26

LEARNER INFORMATION - SPECIAL PROGRAMS AND REASONS FOR ENROLLMENT 27
Special Programs 27
Reasons for Enrollment 28

Chapter Four: Goal Attainment Information for Local Agency Learners: What Changes Occurred for Learners? 31

GOAL ATTAINMENT INFORMATION 32
Learner Enrollment Status 32
Learner Progress 34
Learner Results 36
Reason for Leaving Early 40

Chapter Five: Learner Profile of the Local Testing Population: How Well Does the Local Testing Population Represent the Total Local Population? 45

REPRESENTATIVENESS OF THE LOCAL TESTING POPULATION 45
Sampling Procedure 45
Program Information 45
Demographics 47
Reasons for Enrollment, Learner Progress, and Learner Results 47

Chapter Six: Test Scores and Learner Gains for the Local Population: What Improvement Was Seen In Learners? 51

TEST SCORES AND LEARNING GAINS 51
Pretest Scores 51
CASAS Scores 51
Learning Gains 55
Assessment Results by Provider Type 62

Chapter Seven: Program Services for the Total Population: What Program Characteristics Were Evidenced by Learners? 65

PROGRAM SERVICES 65
Time of Day Class Met 65
Class Size 66
Weekly Hours of Instruction 66
Classroom Support 68
Emphasis of Classroom Instruction 71
Primary Instructional Setting 72
Primary Physical Setting 73

Chapter Eight: What Was the Program, Learner, and Goal Attainment Information for the State Agency Population? 75

BACKGROUND 75
State Agencies 75

PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION 76
Program Information 76
Learner Information 77
Goal Attainment 81

Chapter Nine: What Was the Program, Learner, and Goal Attainment Information for the Special Education Population? 85

PROGRAM INFORMATION 85
Provider Type 85

LEARNER INFORMATION 86
Gender and Age 86
Ethnic Background and Native Language 87
Education 87
Reason for Enrollment 88

GOAL ATTAINMENT 88
Learner Progress 88
Learner Results 89
Pretest Scores 89
Learning Gains 90

Chapter Ten: Implications of Report Results for Future Data Collection Efforts 91

Appendix A: A Description of the Local Sample Selection Process

Appendix B: Instructional Questionnaire

Appendix C: Total Enrollment Population Data

Appendix D: Local Agency Population Data

Appendix E: Local Testing Population Data

Appendix F: Geographical Region Data

Appendix G: State Agency Population Data

Appendix H: Special Education Population Data

List of Tables

Chapter One

1.1 - Local Agencies 3
1.2 - Local Testing Agencies 4
1.3 - Local Special Education Learners 4
1.4 - State Agencies 5
1.5 - Population for Each Report Chapter 7

Chapter Two

2.1 - Percentage of Learners Served by Each Provider Type from 1993 to 1998 10
2.2 - Total Enrollment Population: Instructional Program (1993-94 to 1997-98) 12
2.3 - Percentage of Learners at Each Instructional Level Within Each Provider Type (1997-98) 18
2.4 - Percentage of Learners Within Each Provider Type Representing Each Ethnic Group (1997-98) 22
2.5 - Total Enrollment Population: Highest Degree Earned by Provider Type (1997-98) 23

Chapter Three

3.1 - Percentage of Learners in the Local Population Enrolled in Special Programs (1997-98) 28
3.2 - Percentage of ABE Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98) 28
3.3 - Percentage of ESL Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98) 29
3.4 - Percentage of ESL-Citizenship Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98) 29

Chapter Four

4.1 - Local Agency Population (1997-98) and Local Testing Population (1996-97):Two Year Comparison of Learner Enrollment Status for Each Instructional Program 34
4.2 - Percentage of Learners Within Each Enrollment Category Experiencing a Particular Outcome During the Instructional Period (1997-98) 38
4.3 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Sex (1997-98) 43
4.4 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Age (1997-98) 44

Chapter Five

5.1 - Local Testing Population: Provider Type (1997-98) 46

Chapter Six

6.1 - Mean Reading Pretest Scores Across Each Instructional Program for the 1997-98 Testing Population 52
6.2 - Mean Math Pretest Scores at Various Levels of the CASAS Scale for the 1997-98 ABE Testing Population 53
6.3 - Mean Listening Pretest Scores at Various Levels of the CASAS Scale for the 1997-98 ESL and ESL-Citizenship Testing Population 54
6.4 - Mean Reading Learning Gains Across and Within Program Type (1997-98) 56
6.5 - Mean Reading Learning Gains by Years of Education for ESL and ESL-Citizenship Learners (1997-98) 57
6.6 - Average Listening Learning Gains for ESL Learners (1997-98) 57
6.7 - Mean Reading Learning Gains for the ABE Sample (1993-94 to 1997-98) 58
6.8 - Mean Reading Learning Gains for the ESL Sample (1993-94 to 1997-98) 59
6.9 - Mean Reading Learning Gains for the ESL-Citizenship Sample (1993-94 to 1997-98) 60
6.10 - Mean Listening Learning Gains for the ESL Sample (1993-94 to 1997-98) 61
6.11 - Mean Reading Pretest Scores Across Provider Type for the ABE Sample (1993-94 to 1997-98) 62
6.12 - Mean Reading Pretest Scores Across Provider Type for the ESL Sample (1993-94 to 1997-98) 62
6.13 - Mean Listening Pretest Scores Across Provider Type for the ESL Sample (1993-94 to 1997-98) 63
6.14 - Mean Reading Pretest Scores Across Provider Type for the ESL-Citizenship Sample (1995-96 to 1997-98) 63

Chapter Seven

7.1 - Percentage of Classes Within Each Provider Type Held at Different Times of the Day (1997-98) 66

Chapter Eight

8.1 - Gender and Age Distributions Among ABE 321/326 State Agency Learners (1997-98) 78
8.2 - Percentage of State Agency Learners Reporting Various Outcomes Across Each Provider Type (1997-98) 82
8.3 - ABE Reading Pretest Scores Across Each Provider Type (1997-98) 83

Chapter Nine

9.1 - Percentage of Special Education Learners by Gender and Age Group (1997-98) 87
9.2 - Interpreting CASAS Special Education Scores 90
9.3 - Special Education Population Mean Reading Pretest Results (1997-98) 90

Appendix A: A Description of the Local Sample Selection Process

Appendix B: Student Entry/Update Record, Student Test Record, and Instructional Questionnaire

Appendix C: Total Enrollment Population Data

- **C-1 -** Total Enrollment Population Learner Gender by Provider Type (1997-98)
- **C-2 -** Total Enrollment Population Learner Age (1993-94 to 1997-98)
- **C-3 -** Total Enrollment Population Learner Age by Provider Type (1997-1998)
- **C-4 -** Total Enrollment Population Learner Ethnicity (1993-94 to 1997-98)
- **C-5a -** Total Enrollment Population Learner Language (1997-98)
- **C-5b -** Total Enrollment Population Learner Language by Provider Type (1997-98)
- **C-6-** Total Enrollment Population Instructional Program by Highest Degree Earned (1997-98)
- **C-7 -** Total Enrollment Population Instructional Education (1993-94 to 1997-98)

Appendix D: Local Agency Population Data

- **D-1 -** Learner Results by Secondary Reasons for Enrollment (1997-98)

Appendix E: Local Testing Population Data

- **E-1 -** Local Sample and Local Total Instructional Level (1997-98)
- **E-2 -** Local Sample and Local Total Learner Gender and Age (1997-98)
- **E-3 -** Local Sample and Local Total Highest Degree Earned (1997-98)
- **E-4 -** Local Sample and Local Total Ethnicity (1997-98)
- **E-5 -** Local Sample and Local Total Years of Education (1997-98)
- **E-6 -** Local Sample and Local Total Native Language (1997-98)

Appendix F: Geographical Region Data

- **F1 -** Regional Distribution Local Agency Learners (1997-98)
- **F2 -** Instructional Program by Region (1997-98)
- **F3 -** Instructional Level by Region (1997-98)
- **F4 -** Provider Type by Region (1997-98)
- **F5a -** Learner Demographics by Region (1997-98)
- **F5b -** Learner Demographics by Region (1997-98)
- **F6 -** Reasons for Enrollment by Region (1997-98)
- **F7 -** Learner Progress and Results by Region (1997-98)
- **F8 -** Distribution of Reading Pre-Test Scores by Region (1997-98)

Appendix G: State Agency Population Data

- **G1 -** State Agency Population Instructional Program by Provider Type (1997-98)
- **G2 -** State Agency Population Ethnicity and Native Language by Provider Type (1997-98)
- **G3 -** State Agency Population Highest Degree Earned, Years of Education, Primary Reason for Enrollment, and Progress by Provider Type (1997-98)
- **G4 -** State Agency Population Test Scores and Learning Gains by Provider Type (1997-98)

Appendix H: Special Education Population Data

- **H1 -** Special Education Population Learner Demographics (1997-98)
- **H2 -** Special Education Population Highest Degree Earned, Years of Education, Secondary Reason for Enrollment, and Progress (1997-98)
- **H3 -** Special Education Population Test Scores and Learning Gain by Reading Level (1997-98)

List of Figures

Chapter One

1.1 - The California ABE 321/326 Population 3

Chapter Two

2.1 - Total Enrollment Population: Distribution of Learners by Instruction Program (1997-98) 11

2.2 - Percentage of Learners in Each Intructional Program Serviced by Each Provider Type (1997-98) 12

2.3 - Percentage of ABE Learners at Each Instructional Level When Entering Program (1997-98) 13

2.4 - Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level When Entering Program 14

2.5 - ESL-Citizenship Instructional Level Trends (1995-96 to 1997-98) 15

2.6 - ESL Instructional Level Trends (1995-96 to 1997-98) 16

2.7 - ABE Instructional Level Trends (1995-96 to 1997-98) 17

2.8 - Total Enrollment Population: Learner Gender (1992-93 to 1997-98) 19

2.9 - Percentage of Learners Within Each Instructional Program Categorized by Age 20

2.10 - Percentage of Learners Within Each Instructional Program Categorized by Ethnicity 21

Chapter Three

3.1 - Local Agency Population: Distribution of Learners by Instructional Program (1997-98) 26

3.2 - Percentage of ABE Learners at Each Instructional Level When Entering Program 26

3.3 - Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level When Entering Program (1997-98) 27

Chapter Four

4.1 - Local Agency Population: Distribution of Learners by Learner Enrollment Status (1997-98) 32

4.2 - Local Agency Population: Enrollment Status of Learners Within Each Instructional Program (1997-98) 33

4.3 - Percentage at Each Level of Progress Among Learners Remaining in an Instructional Program at Student Update (1997-98) 35

4.4 - Percentage of Learners Within Each Instructional Year at Various Levels of Progress 35

4.5 - Percentage of Learners Within Each Instructional Program at Each Level of Progress (1997-98) 36

4.6 - Percentage of Learners Who Experienced a Particular Outcome During the Instructional Period (1997-98) 37

4.7 - Percentage of Learners Within Each Instructional Program Experiencing a Particular Outcome During the Instructional Period (1997-98) 39

4.8 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion (1997-98) 41

4.9 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion Within Each Instructional Program (1997-98) 42

Chapter Five

5.1 - Local Testing and Total Local Population: Distribution of Learners by Instructional Program (1997-98) 46

5.2 - Percentage of Learners in Each Population Reporting Their Primary Reason for Enrollment (1997-98) 47

5.3 - Percentage of Learners in Each Population at Various Levels of Progress (1997-98) 48

5.4 - Percentage of Learners in Each Population Who Experienced a Particular Outcome During the Instructional Period (1997-98) 49

Chapter Six

6.1 - Comparison of Mean Reading Pretest Scores Across Instructional Programs for the 1997-98 Testing Population 53

6.2 - Comparison of Mean Listening Pretest Scores for the 1997-98 ESL and ESL-Citizenship Testing Population 55

Chapter Seven

7.1 - Average Hours of Weekly Instruction Across Provider Type Held at Different Times of the Day (1997-98) 67

7.2 - Percentage of Classes Within Each Provider Type Having Instructional Support (1997-98) 68

7.3 - Percentage of Classes Within Each Provider Type Using Computers as Part of the Learning Experience (1997-98) 69

7.4 - Percentage of Classes Within Each Provider Type Using Computers Having Internet Access (1997-98) 70

7.5 - Overall Percentage of Class Emphasis on Each of Five Content Areas (1997-98) 71

7.6 - Percentage of Classes Placing a "Major Emphasis" on Each of Five Content Areas Across All Provider Types (1997-98) 72

7.7 - Percentage of Classes Held in Various Settings Across Provider Types (1997-98) 73

Chapter Eight

8.1 - Percentage of State Agency Learners Served by Each Provider Type (1997-98) 76

8.2 - Percentage of State Agency Learners in Each Program Across Provider Type (1997-98) 77

8.3 - Percentage of State Agency Learners Within Each Age Group Served by Each Provider (1997-98) 78

8.4 - Percentage of State Agency Learners Within Each Ethnic Group Served by Each Provider (1997-98) 79

8.5 - Percentage of State Agency Learners Reporting Their Primary Reason for Enrollment Across Each State Agency Provider Type (1997-98) 80

8.6 - Percentage of Learners Within Each Level of Progress Across Each Provider Type (1997-98) 81

Chapter Nine

9.1 - Percentage of Special Education Learners Served by Each Provider Type (1997-98) 86

9.2 - Highest Education Degree Earned Among Special Education Learner 87

9.3 - Percentage of Special Education Learners Indicating Their Primary Reason for Enrollment (1997-98) 88

9.4 - Percentage of Special Education Learners Within Each Level of Progress (1997-98) 89

Executive Summary

Student Progress and Goal Attainment Report:
Federally-funded ABE programs in California 1997-98

INTRODUCTION

Section 321 of the Adult Education Act, administered by the United States Department of Education, provides funding for basic skills instruction for educationally disadvantaged adults in California. Throughout the country, federal ABE 321/326 grants to states fund a variety of adult education programs, including Adult Basic Education (ABE), English as a Second Language (ESL), High School Diploma, and General Education Development (GED) certification programs. In California, ABE 321/326 funding supplements instructional services for adults functioning below a high school level (or below a CASAS 230 scaled score). Local assistance grants are awarded to Adult Basic Education and English as a Second Language programs (including ESL-Citizenship) in school district adult schools, community college districts (CCD), community-based organizations (CBO), library literacy programs, county offices of education (COE), and jail programs, all of which must meet California Department of Education eligibility requirements. Four California state agencies, California Conservation Corps (CCC), California Department of Corrections (CDC), California Department of Developmental Services (CDDS), and California Youth Authority (CYA) are also funded by ABE 321/326.

This report presents the ABE 321/326 California learning progress and goal attainment data for state fiscal year 1997-98. This Executive Summary presents the overview and highlights from each of the chapters included in the report.

1997-98 CHAPTER HIGHLIGHTS

Chapter 1: An Overview of Adult Basic Education in California

Chapter 1 contains information about ABE 321/326 federally funded programs and CASAS. Learner populations, instruments, and data collection methods are discussed.

Chapter Highlights

- All agencies receiving ABE 321/326 funding were required to provide demographic and goal attainment data for learners enrolled between September 1 and October 17, 1997.
- Data were obtained from a total of 155,868 learners in ABE, ESL, and ESL-Citizenship programs. In California, ESL-Citizenship is a subset of ESL learners who attend primarily to prepare for and meet the INS citizenship requirements. For clarification in this report, data on ESL and ESL-Citizenship learners are reported separately.
- In 1997-98 California ABE 321/326 agencies served 1,435,341 adult basic education learners; thus, this report contains data on a sample of 10.9% of all learners.
- Learner data were obtained from 322 local agencies and four state agencies that provide educational programs at 70 sites.
- Basic skills test result data were obtained from 129 (40.1%) of the local agencies and each of the four state agencies.
- All agencies were to collect information from learners using the *Student Entry Record*, *Student Update Record*, and *Student Test Record*.
    - The *Student Entry Record* collects information on demographics, reason for enrollment, instructional program, and instructional level.
    - The *Student Update Record* collects information on hours of instruction, instructional level, progress, learner results, and reason for leaving early.
    - The *Student Test Record* is the answer sheet for learner responses to individual CASAS tests administered.

Chapter 2: Who are our Learners and In What Types of Programs Do They Enroll?

Chapter Two provides information about program services and individuals served in California's ABE 321/326 programs that submitted data. This chapter is based on data from learners enrolled in California's ABE 321/326 programs in both local and state agencies.

Data Highlights

- The majority (76.2%) of California's ABE 321/326 learners were served by school district adult schools.
- The largest percentage of learners was enrolled in ESL (73.9%), which was an increase over the 68.7% seen in 1996-97.
- 63.6% of ESL learners and 69.1% of ESL-Citizenship learners are at the beginning instructional levels; and 50.2% of ABE learners are at beginning instructional levels.
- Adult schools and community colleges tended to be very similar to one another in the percentages of ABE, ESL, and ESL-Citizenship learners they served in each of the instructional levels.
- Community-based organizations served ESL-Citizenship learners (55.6%) primarily, of which, 92.4% were at the beginning levels.
- California's ABE 321/326 programs continue to serve more females than males (58.6% and 41.4%, respectively).
- The proportion of learners 30 years of age or younger declined from 47% of ESL learners last year to 39.3 % this year. Similar declines were evidenced among ABE learners 30 years of age or younger, 49% last year and 39.4% this year.
- Hispanic learners were the highest percentage of learners served in all three programs.
- More than one-half (55.9%) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program. Of those learners who have a degree, most were awarded in their native country and/or the learner is functioning below a high school level (or 230 CASAS scaled score).
- The percentage of learners entering ABE 321/326 programs who have no diploma or degree has been increasing over time, from 50.9% in 1992-93 to 55.9% in 1997-98.

Chapter 3: Who Participates in Adult Education Through Local Agency Providers?

Chapter Three provides information about program services and individuals served in the Local Agency Population which includes school district adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. This chapter focuses on the demographic characteristics of learners, their instructional level, their reasons for enrollment, and any special programs in which they were participating at the beginning of this instructional window. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data.

Data Highlights

- 149,221 Student Entry Records were received from learners enrolled in ABE, ESL, and ESL-Citizenship programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (76.5%).
- The percentage of local agency learners who indicated they received TANF/GAIN or other public assistance was 5.0%.
- The most frequently cited primary reasons for enrollment for ABE learners were education (44.1%), communication (19.2%), personal goal (15.0%), and get a job (10.2%).

- The most frequently cited primary reasons for enrollment for ESL learners were communication (45.1%), education (26.4%), get a job (8.5%), and personal goal (8.1%).
- The most frequently cited primary reasons for enrollment for ESL-Citizenship learners were citizenship (62.0%), education (13.5%), communication (13.4%), and personal goal (3.7%).

Chapter 4: What Changes Occurred for Learners?

Chapter 4 provides information about local agency learners' goal attainment. Goal attainment information was collected on the Student Update Record and was to be obtained from learners after approximately 75 to 120 hours of instruction. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional time period.

Data Highlights

- Overall enrollment status indicated that 70.5% of all learners were retained in their program at the time of the update.
- Overall retention rate increased from 68.6% in 1996-97 to 70.5% in 1997-98.
- Learners in ABE, ESL, and ESL-Citizenship programs demonstrated success with at least 28% in each program reporting completing or advancing to a higher instructional level during this time period (ABE 31.8%, ESL 28.0%, and ESL-Citizenship 41.1%).
- Improved communication (61.2%) and meeting personal goal (25.6%) were the two most frequently cited experiences realized by learners in all three instructional programs during the instructional period.
- ESL programs had the highest percentage of learners (64.6%) reporting improved communication skills.
- Learners whose primary reason for enrollment was to get a job reported a higher percentage (10.3%) of employment acquisition than those who enrolled for other reasons.
- 45.6% of learners who left their instructional program prior to completion did so for unknown reasons.
- Schedule conflicts (10.2%), employment acquisition (7.7%), and relocation (6.8%) were the most frequently cited reasons for leaving an instructional program prior to completion.
- Females were nearly 10 times as likely to leave an instructional program before completion due to child care issues.
- Nearly twice as many learners in the 61 and older age group left their program prior to completion, primarily due to health reasons or moving.

Chapter 5: How Well Does the Local Testing Population Represent the Total Local Population?

Chapter Five discusses learner characteristics of the local testing population. Each year a sample of approximately 40% of the local agencies is selected and required to administer CASAS pretests and post-tests to learners to measure learning gains. Data regarding gender, ethnic background, native language, age, years of education, and highest degree earned are presented in this chapter to establish generalizability to the larger population.

Data Highlights

- Sample data from testing agencies were included for a total of 94,914 learners enrolled in 129 local agencies. This represents 60.9% of the local agency learners and 40.1% of agencies.
- The sex and age percentages for the local testing population did not vary greater than 1% from the local agency population in any one category. The highest degree earned percentages for the local testing population did not vary greater than 2% from the local agency population in any one category.

- The ethnic categories and the years of education for the local testing population did not vary greater than 3% from the local agency population in any one category.
- The testing sample did not differ from the local population on other key variables including primary reason for enrollment, learner progress, and learner results.
- Based on the results of the comparative analyses, the local testing population was determined to be representative of the local agency population.

Chapter 6: What Were the Test Scores and Learner Gains for the Local Testing Population?

Chapter Six provides information about test scores and learning gains in California's ABE 321/326 programs. The chapter is based on data from the local testing population, that is, the 129 (40.1%) local agencies that were selected and required to administer CASAS pretests and post-tests to learners to measure learning gains. Learning gains were measured after 75 to 120 hours of instruction and were computed as the difference in learners' scores on a CASAS pre- and post-test.

Data Highlights

- Reading pretest scores were compiled from an overall sample of 37,589 learners: 4,743 ABE; 30,166 ESL; and 2,680 ESL-Citizenship.
- Overall mean reading pretest scores were 222.7 for ABE learners, 210.6 for ESL learners, and 206.4 for ESL Citizenship learners.
- ESL-Citizenship learners demonstrated the lowest skill levels at program entry with 56% scoring 210 or below.
- ESL-Citizenship learners produced the highest average reading gain (6.1 points), followed by ESL learners (5.4 points) and ABE learners (4.1 points).
- Average ESL learner listening gain was 3.1 points on the CASAS scale.
- Adult schools and community college districts served higher scoring ABE learners on the reading pretest at program entry.

Chapter 7: What Program Characteristics Were Evidenced by Learners?

Chapter Seven provides information about program services in California's ABE 321/326 programs. Class questionnaire data were requested from instructors in each of the local testing agencies and state agencies. Program service information includes the time of day classes met, the number of learners in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.

Data Highlights

- Sample data from 2,131 classes were included for analysis of program characteristics.
- An overall majority of classes (51.7%) were held in the morning followed by evening classes (36.9%) and lastly, afternoon classes (11.4%).
- ABE 321/326 classes averaged 21 learners per class.
- CCD programs had the highest class average (22), followed by adult school programs (21).
- CDC programs evidenced the highest average weekly hours of instruction (29.6), followed by CDDS (18.4) and adult schools (12.3).
- The greatest emphasis of classroom instruction for ABE 321/326 programs overall was placed on general life skills.
- The majority (56.7%) of classes were held at adult schools; 11.4% were held at community colleges; 8.7% were held at correctional facilities; and 6% were held at high schools.

Chapter 8: What Was the Program, Learner, and Goal Attainment Information For the State Agency Population?
Chapter Eight provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).

Data Highlights

- *Sample data representing 6,647 learners were provided by programs in four state agencies:* California Department of Corrections, California Youth Authority, California Department of Developmental Services, and the California Conservation Corps.
- The majority of learners were enrolled in ABE programs (78.4%) and ESL programs (20.9%).
- More male learners (86.4%) were represented in state agency ABE 321/326 programs overall.
- The highest proportion (34.3%) of learners were between the ages of 21 and 30, and Hispanic (49.1%).
- Education was the most frequently cited (48.4%) primary reason for enrollment among state agency learners.
- The majority of learners (63.6%) were retained at the same level of instruction after 75 to 120 hours of instruction.
- Improved communication skills was the most frequently noted (35.3%) result after 75 to 120 hours of instruction by state agency learners.
- Learners in state agency ABE programs averaged 224.6 on the CASAS reading assessment, compared to 222.7 in the local program sample.
- Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 5.1 points on the CASAS scale.

Chapter 9: What Was the Program, Learner, and Goal Attainment Information For the Special Education Population?
Chapter Nine provides information about program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who: a) Indicated 'special education' in the special program box on the entry form; b) Received services from the California Department of Developmental Services; or c) Took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A).

Data Highlights

- Most special education learners were served by either adult schools (49.7%) or the California Department of Developmental Services (39.3%).
- The majority of special education learners were male (58.1%) and most were between the ages of 31 and 40 (30.1%).
- Whites were most heavily represented (67.1%) followed by Hispanics (18.4%) and Blacks (6.4%).
- Almost 84% had not received a high school diploma or GED certificate.
- The most frequently cited reason for enrollment was a personal goal (35.5%).
- Eighty-four percent of special education learners were retained at the same level of instruction from entry to update record completion.
- Reading learning gains from pre- to post-test averaged 3.13 points on the CASAS scale among special education learners.

Chapter 10: Implications of Report Results for Future Data Collection Efforts

Each year a review of the data reveals ways in which the data collection process could be revised and improved. Based on the results of this year's data, the following changes are being made for future data collection efforts:

1. The number of learners in the fall census period will be expanded.
   - For 1998-99 the census period will be from September 1 through October 31, 1998 to increase the number of learners from which data will be collected.
2. The timeline for collecting Student Update Record information will be lengthened.
   - The timeline will be expanded from the current 75-120 hours to collecting update information by March 31, 1999. It is anticipated that an increase in the instructional period will provide a more accurate picture of the learner results that occur during a school year.
3. A Teacher Training Video will be developed and the Coordinator's Manual and Administration Manual will be expanded. A copy of each will be distributed to all agencies.
   - Accurate data is dependent upon standardized definitions and accurate data collection procedures. A Teacher Training Video for viewing by all appropriate agency staff will explain the importance of the data, the uses for the information, and highlight data collection procedures.
   - Additional training emphasis will be placed on key data collection fields, including learner results and the reason a learner may leave the program prior to completion of his/her goal.
4. The *Student Update Record* will be revised to include additional data elements for documenting learner outcomes. Additional data elements will include:
   - a greatly expanded list of learner results categorized under "Work," "Personal/ Family," "Community," and "Education,"
   - expanded results include additional work-related outcomes,
   - the ability to indicate if a learner earned a certificate, and
   - the ability to document high school credits earned using a standardized format.
5. Data collection instruments will be administered to document progress in each class the learner attends during the school year. Thus, learner progress and retention can more accurately be documented.
6. Multiple *Student Entry Records* and *Student Update Records* will be available to closely track learner progress over the school year.

Introduction: An Overview of Adult Basic Education in California

This report presents the ABE 321/326 California learning progress and goal attainment data for state fiscal year 1997-98. Chapter 1 contains information about ABE 321/326 federal programs and CASAS. The learner population, instruments and data collection methods are discussed. A report overview is presented with chapter content highlights.

Data Highlights

- Data from 155,868 Student Entry Records were obtained from learners in ABE, ESL, and ESL-Citizenship programs.
- 322 local agencies and sites from 4 state agencies submitted data on their learners.

BACKGROUND

Federal ABE 321/326 Grants

Section 321 of the Adult Education Act, administered by the United States Department of Education, provides funding for basic skills instruction for educationally disadvantaged adults in California. Throughout the country, federal ABE 321/326 grants to states fund a variety of adult education programs, including Adult Basic Education (ABE), English as a Second Language (ESL), High School Diploma, and General Education Development (GED) certification programs.

California ABE 321/326 Programs

In California, ABE 321/326 funding supplements instructional services for adults functioning below a high school level (i.e. below a CASAS 230 scaled score). Local assistance grants are awarded to Adult Basic Education and English as a Second Language programs (including ESL-Citizenship) in school district adult schools, community college districts, community-based organizations, library literacy programs, county offices of education, and jail programs, all of which must meet California Department of Education (CDE) eligibility requirements. Four California state agencies – California Conservation Corps (CCC), California Department of Corrections (CDC), California Department of Developmental Services (CDDS), and California Youth Authority (CYA) – are also funded by ABE 321/326.

ABE 321/326 funded agencies in California are instructed to administer the Student Entry Record to every student in ABE, ESL, and ESL/Citizenship programs who are enrolled and attending during a two-week period between September 1 and October 17, 1997. Research was previously conducted to determine if there were any significan differences between students who attend in the fall vs. spring on demographic, learner goal, and learner result variables. The findings indicated that the two groups of students were similar. Thus, since California ABE programs serve over 1.4 million learners per year, utilizing only a fall census data collection period was chosen to obtain generalizable data on California learners in the most cost effective manner.

About CASAS

CASAS is a non-profit organization that provides curriculum management, assessment, and evaluation systems to adult education and training programs in the public and private sectors. CASAS was established by a consortium of California agencies to provide a curriculum-based assessment system relevant to the functional life skills needs of adults.

CASAS includes more than 100 standardized assessment instruments that measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts. The key components of the system are the validated *CASAS Competency List*, the *CASAS Instructional Materials Guide*, CASAS nationally validated assessment instruments, implementation guides, training, and TOPSpro (Tracking of Programs and Students) software.

The CDE has used the CASAS system for more than 15 years to provide a comprehensive, statewide database of adult learner demographic and goal attainment data, including learning gains. By using this system, education programs are able to report learner assessment results from standardized assessments and to document other learners' goal attainment and trend data. By using this standardized system, data from a variety of learners and agencies can be aggregated to produce this statewide report. In addition, individual agencies have access to reporting tools for producing agency reports for use with their students, teachers, and administrators. The system enhances accountability efforts within and among the funded adult education programs, enabling the agencies to meet program improvement goals on a long-term basis as required by the state plan.

LEARNER POPULATION AND DATA COLLECTION METHODS

Total Enrollment Population

California agencies receiving ABE 321/326 funds included 322 local agencies and 4 state agencies. From these agencies, a total of 155,868 Student Entry Records were collected from learners enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), ESL-Citizenship programs, and eligible special education programs.

Sub-populations

The California ABE 321/326 total enrollment population consists of three distinct sub-populations. Due to the unique differences and data collection timelines among participating agencies, the total enrollment population was divided into three sub-populations, and each will be discussed separately in this report. The three sub-populations are:

- **Local agencies**: Adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs.

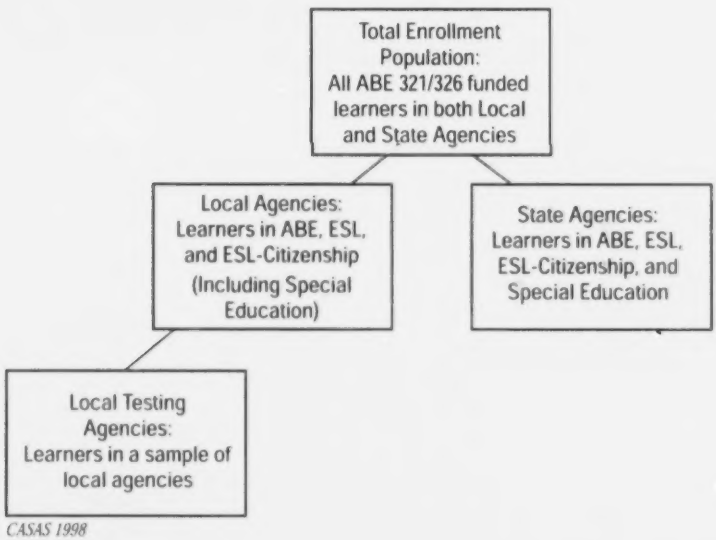
Within this local agency sub-population an additional subgroup is discussed separately in this report.

  - ❑ **Local testing agencies:** A sample of local agencies was selected to administer CASAS tests to learners. This subgroup of local agencies that participated in ABE 321/326 testing will be referred to as local testing agencies. Procedures for determining the sample are discussed in Appendix A.

- **Local special education learners:** Report data on the special education population who attend programs at local agencies will be discussed separately from special education learners enrolled in state hospital programs.
- **State agencies:** Four state agencies operate ABE 321/326 programs - California Department of Corrections, California Youth Authority, California Conservation Corps, and the California Department of Social Services.

Figure 1.1 contains a graphic representation of the above-described populations to be discussed within this report.

Figure 1.1 – The California ABE 321/326 Population


Total Enrollment Population: All ABE 321/326 funded learners in both Local and State Agencies
Local Agencies: Learners in ABE, ESL, and ESL-Citizenship (Including Special Education)
State Agencies: Learners in ABE, ESL, ESL-Citizenship, and Special Education
Local Testing Agencies: Learners in a sample of local agencies

CASAS 1998

Local Agencies

A total of 149,221 Student Entry Records were collected from learners in local agencies. Table 1.1 shows the number of participating local agencies and the number of Student Entry Records collected from each agency type. See Figures 3.2 & 3.3 for the percentage of students.

Table 1.1—Local Agencies

Local Agency Type	Number of Agencies	Number of Student Entry Records			
		ABE	ESL	ESL-CIT	TOTAL
Adult Schools	197	12,833	95,234	10,748	118,815
Community-based Organizations	59	1,313	2,292	4,513	8,118
Community Colleges	21	1,841	16,325	872	19,038
Library Literacy Programs	35	1,333	162	20	1,515
County Offices of Education	5	66	133	56	255
Jail Programs	5	1,406	72	2	1,480
Total	**322**	**18,792**	**114,218**	**16,211**	**149,221**

CASAS 1998

Local Testing Agencies

A total of 94,914 Student Entry Records were collected from learners in local testing agencies. Table 1.2 shows the number of participating local agencies and the number of Student Entry Records collected from each agency type.

Table 1.2—Local Testing Agencies

Local Testing Agency Type	Number of Agencies	Number of Student Entry Records			
		ABE	ESL	ESL-CIT	TOTAL
Adult Schools	82	8,250	64,042	5,464	77,756
Community-based Organizations	19	328	119	1,029	1,476
Community Colleges	10	1,549	11,651	472	13,672
Library Literacy Programs	13	461	76	3	540
County Offices of Education	3	26	64	0	90
Jail Programs	2	1,351	29	0	1,380
Total	**129**	**11,965**	**75,981**	**6,968**	**94,914**

CASAS 1998

Local Special Education Learners

A total of 2,846 Student Entry Records were collected from special education learners in local agencies. Table 1.3 shows the number of Student Entry Records collected from special education learners instructed within a local agency. *Data on special education learners attending programs under the Department of Social Services are contained in the State Agency section.*

Table 1.3—Local Special Education Learners

Local Testing Agency Type	Number of Agencies	Number of Student Entry Records			
		ABE	ESL	ESL-CIT	TOTAL
Adult Schools	73	2,173	141	21	2,335
Community-based Organizations	9	267	2	4	273
Community Colleges	12	162	58	2	222
Library Literacy Programs	5	12	2	0	14
County Offices of Education	0	0	0	0	0
Jail Programs	1	2	0	0	2
Total	**100**	**2,616**	**203**	**27**	**2,846**

CASAS 1998

State Agencies

A total of 6,647 Student Entry Records were collected from learners in the four state agencies. Table 1.4 shows the number of Student Entry Records collected from each agency.

Table 1.4—State Agencies

State Agency	Number of Student Entry Records ABE	ESL	ESL-CIT	TOTAL
California Conservation Corps	288	2	0	290
California Department of Corrections	2,988	826	1	3,815
California Department of Social Services	2,177	0	0	2,177
California Youth Authority	169	164	32	365
Total	**5,622**	**992**	**33**	**6,647**

CASAS 1998

Data Collection Forms

All agencies were to collect information from learners using the *Student Entry Record, Student Update Record,* and *Student Test Record.* The *Student Entry Record* collects information on demographics, reason for enrollment, instructional program, and instructional level. The *Student Update Record* collects information on hours of instruction, instructional level, progress, learner results, and reason for leaving early. The *Student Test Record* is the answer sheet for learner responses to individual CASAS tests administered (see Appendix B). These instruments were distributed by CASAS to all ABE 321/326 agencies during August, 1997. Each of the instruments utilizes a scannable format. Agencies that chose to scan and utilize their own agency data were provided with a copy of TOPSpro 1.4 software. TOPSpro software reads the data and provides agencies a variety of usable report options to summarize learner information for learners, instructors, and administrators. Agencies using TOPSpro were requested to export their data to CASAS for inclusion in statewide data aggregation. Agencies not using TOPSpro were requested to mail the scannable forms to CASAS where the forms were scanned. All data were aggregated from both TOPSpro disks and forms mailed to CASAS.

Each Local Testing Agency was also required to have instructors complete one *Instructional Questionnaire* for each class in which a CASAS test was administered. The Instructional Questionnaire gathers data regarding the instructional setting and available resources (see Appendix B).

METHODOLOGY

Local Agencies

California adult basic education agencies receiving ABE 321/326 funds were instructed to collect Student Entry Record information on all learners enrolled and attending from *September 1 to October 17, 1997.* Agencies were requested to obtain data on goal attainment information, on learner progress, learner results, and reasons for leaving early by utilizing the Student Update Record on the same group of learners who completed a Student Entry Record. *Data were to be collected after 80-100 hours of instruction for students attending 6-15 hours per week or after 100-200 hours of instruction was completed by students attending 20 or more hours per week. The deadline for submitting all data was March 1, 1998.*

Local Testing Agencies

Within the local agency subpopulation, a sample of agencies was selected and required to administer a CASAS pretest and post-test to measure learning gains. Sampling procedures for determining the testing agencies are contained in Appendix A. Testing agencies were also required to submit class information to determine characteristics about the instructional settings.

Special Education Learners

California adult basic education agencies receiving ABE 321/326 funds were instructed to collect Student Entry Record information on all individuals enrolled and attending from *September 1 to October 17, 1997*. Due to the nature of this population, *pretests and post-tests are collected on an annual basis* rather than after 80-100 hours suggested for learners in other local agency programs.

State Agencies

The four California state agencies receiving ABE 321/326 funds were instructed to collect Student Entry Record information on all learners enrolled and attending throughout the school year. All agencies were also required to administer a CASAS pretest and post-test to all learners to measure learning gains.

REPORT OVERVIEW

Changes from Previous Reports

This year's report has one significant terminology change and is structured slightly differently from reports of prior years.

- Terminology
  The terminology change is from "sampling" agency to "testing" agency. It order to minimize confusion in this year's report, the data from local agencies that were selected using a sampling process and are required to administer CASAS tests, as well as those agencies that voluntarily elected to test students, are combined and collectively called testing agencies.
- Structure
  Two structure changes occured in this year's report. The first is due to differences in how data were collected. 1997-98 was the first year that goal attainment information was required of all agencies. Thus, the chapter on reasons for enrollment and goal attainment contains data on local agencies, rather than on the local testing population as seen in previous reports. The second structure change is a separation of special education learners. This year special education learners attending local agency programs will be covered in separate section. In previous reports the discussion of special education learners enrolled in ABE 321/326 programs in both local and state agencies was combined. This year, special education learners in state agencies are discussed in the state agency section.

Chapter Contents

Chapter 2 reports program and learner data from the total enrollment population.
Chapters 3-7 report data from local agencies only:

- Chapter 3 reports program and learner information from the local agency population.
- Chapter 4 reports reasons for enrollment and goal attainment from the local agency population.
- Chapter 5 presents key demographic information on both the local agency and the local testing populations and discusses the representativeness of the testing population.
- Chapter 6 presents testing results for the local testing agencies.
- Chapter 7 presents program services information as completed by testing agencies.

Chapter 8 presents data related to all four state agencies.
Chapter 9 presents information on the adult special education population who attends a program within a local agency.
Chapter 10 presents implications for report results for future data collection efforts.
Appendices contain tables with additional detailed information.

Table 1.5 may be used as a guide to understanding the data presented in each chapter of this report. This table outlines which portion of all ABE 321/326 data collected from California programs is reported in each chapter.

Table 1.5 — Population for Each Report Chapter

			Local Agencies			State Agencies			
Chapter	**Data Reported (N=)**	**Data Set:** Data Description	**ABE**	**ESL**	**ESL-CIT**	**CCC**	**CDC**	**CDDS**	**CYA**
2	155,868	**Total Enrollment Population:** All data collected from all local and state agencies	X	X	X	X	X	X	X
3 & 4	149,221	**Local Agency Population:** ABE, ESL, and ESL-Citizenship data from all local agencies.	X	X	X				
5	149,221/ 94,914	**Local Agency and Local Testing Populations:** ABE, ESL, and ESL-Citizenship data from all local agencies compared with those local agencies who administered tests.	X	X	X				
6	94,914	**Local Testing Population:** Data selected for all local agencies who administered CASAS tests.	X	X	X				
7	2,131 (N=number of classes)	**Class Questionnaire:** Data gathered on the Instructional Questionnaire sent to all testing agencies.	X	X	X	X	X	X	X
8	6,647	**State Agency Population:** All data from the four state agencies.				X	X	X	X
9	2,846	**Local Agency Population:** Data selected for Special Education learners in local agencies.	X	X	X				

CASAS 1998

Program and Learner Information for the Total Enrollment Population: Who are our Learners and in What Types of Programs do They Enroll?

Chapter Two provides information about program services and individuals served in California's ABE 321/326 programs that submitted data. This chapter is based on data from learners enrolled in California's ABE 321/326 programs – local and state — during the census period of September 1 to October 17, 1997. Data were collected from learners in California school district adult schools, community college districts, community-based organizations, library literacy programs, county jail programs, and county offices of education, as well as from learners in the state agencies: California Conservation Corps, California Department of Developmental Services, California Department of Corrections, and the California Youth Authority. Additional data on learners in the total enrollment population can be found in Appendix C.

Data Highlights

- The majority (76.2%) of California's ABE 321/326 learners were served by school district adult schools.
- The largest percentage of learners was enrolled in ESL (73.9%), which was an increase over 1996-97.
- 63.6% of all ESL learners and 69.2% of ESL-Citizenship learners are at the beginning instructional levels; and 50.2% of ABE learners are at beginning instructional levels.
- Adult schools and community colleges tended to be very similar to one another in the percentages of ABE, ESL, and ESL-Citizenship learners they served in each of the instructional levels.
- Community-based organizations served ESL-Citizenship learners (55.6%) primarily, of which, 92.4% were at the beginning levels.
- California's ABE 321/326 programs continue to serve more females than males (58.6% and 41.4%, respectively).
- The majority of learners in ABE and ESL programs were between the ages of 21 and 40. ESL-Citizenship were slightly older with the majority between 31 and 50.
- Hispanic learners were the highest percentage of learners served in all three programs.
- More than one-half (55.9%) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program. Of those learners who have a degree, most were awarded in their native country and/or the learner is functioning below a high school level (or 230 CASAS scale score.
- The percentage of learners entering ABE 321/326 programs who have no diploma or degree has been increasing over time, from 50.5% in 1993-98 to 55.9% in 1997-98.

PROGRAM INFORMATION

Program information includes provider type, instructional program, instructional level, and special program status. A *provider type* designation is assigned to each agency. The *instructional program, instructional level,* and *special program* status was provided by instructors and learners on the Student Entry Record form completed by each learner.

Provider Type

Ten types of agencies provided instruction to California's ABE 321/326 learners in 1997-98. Six of these provider types were local agencies: school district adult schools (N = 197), community college districts (N = 21), community-based organizations (N = 59), library literacy programs (N = 35), county jail programs (N = 5), and county offices of education (N = 5). There were 197 adult schools, 21 community colleges, 59 community-based organizations, 5 county offices of education, 35 library literacy programs, and 5 county jail programs that submitted data on learners for 1997-98.

The other four provider types were state agencies: California Conservation Corps serving at-risk youth in 12 locations, Department of Developmental Services (CDDS), serving institutional adults in 7 state hospitals, California Department of Corrections (CDC) serving incarcerated adults in 23 prisons, and California Youth Authority, serving youths between the ages of 17 and 25 who have been sentenced by the courts, in 4 locations.

The majority (76.2%) of California's ABE 321/326 learners were served by school district adult schools in 1997-98. Other major providers were community college districts (CCD = 12.2%), community-based organizations (CBO = 5.2%), and the California Department of Corrections (CDC = 2.4%). While the percentage of learners served by each provider type has fluctuated over the years, these four providers have consistently served the largest percentage of learners (see Table 2.1)

Table 2.1 – Percentage of Learners Served by Each Provider Type From 1993 to 1998

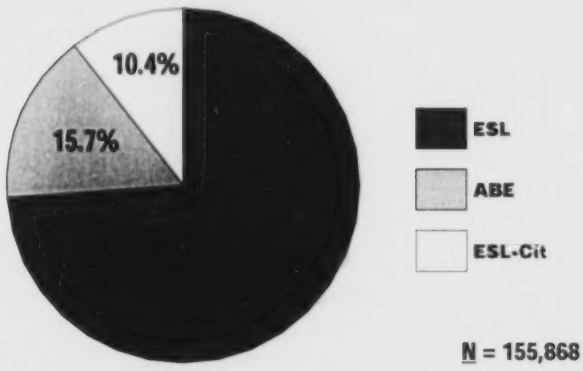
	1993-94		1994-95		1995-96		1996-97		1997-98	
	N	%	N	%	N	%	N	%	N	%
Adult	77,619	72.2	83,784	71.4	86,324	70.9	99,616	73.2	118,815	76.2
CCD	16,011	14.9	18,747	16.0	20,349	16.7	20,667	15.2	19,038	12.2
CBO	4,129	3.8	3,110	2.7	4,644	3.8	5,101	3.7	8,118	5.2
Library	818	0.8	913	0.8	806	0.7	944	0.7	1,515	1.0
Jail	198	0.2	428	0.4	883	0.7	1,384	1.0	255	0.2
COE	165	0.2	355	0.3	186	0.2	186	0.1	3,815	2.4
CDC	6,056	5.6	6,171	5.3	4,830	4.0	4,637	3.4	2,177	1.4
CDDS	1,840	1.7	2,860	2.4	2,303	1.9	2,467	1.8	365	0.2
CYA	596	0.6	445	0.4	511	0.4	387	0.3	1,480	0.9
CCC	-	-	501	0.4	905	0.7	713	0.5	290	0.2
Total	**107,432**	**100**	**117,314**	**100**	**121,741**	**100**	**136,102**	**100**	**155,868**	**100**

CASAS 1998 - *No data submitted.*

Instructional Program

Student Entry Records were obtained from 155,868 learners enrolled in California's ABE 321/326 programs. The largest percentage of learners, 73.9 percent, was served in English as a Second Language (ESL) programs, with 15.7 percent in Adult Basic Education (ABE), and 10.4 percent in ESL-Citizenship programs (See Figure 2.1). Using the above percentages and extrapolating to the total of 1,435,341 learners in California, Figure 2.1 indicates that 225,349 are in ABE programs, 1,060,717 are in ESL programs, and 149,275 are in ESL-Citizenship programs. ESL programs in California contain a subset of learners whose focus of instruction is ESL with a citizenship emphasis. For the purposes of this report, ESL and ESL-Citizenship are reported separately.

Figure 2.1 – Total Enrollment Population
Distribution of Learners by Instructional Program (1997-98)



CASAS 1998

A review of trend data for ABE, ESL, and ESL-Citizenship since 1995-96 indicates that the total number of learners who responded increased 17.3% over 1996-97. The majority of the increase seen in 1997-98 was among ESL students; the number of ABE and ESL-Citizenship respondents remained fairly constant. Thus, the resulting percentages of ABE and ESL-Citizenship learners decreased and the percentage of ESL learners increased in 1997-98 (see Table 2.2).

BEST COPY AVAILABLE

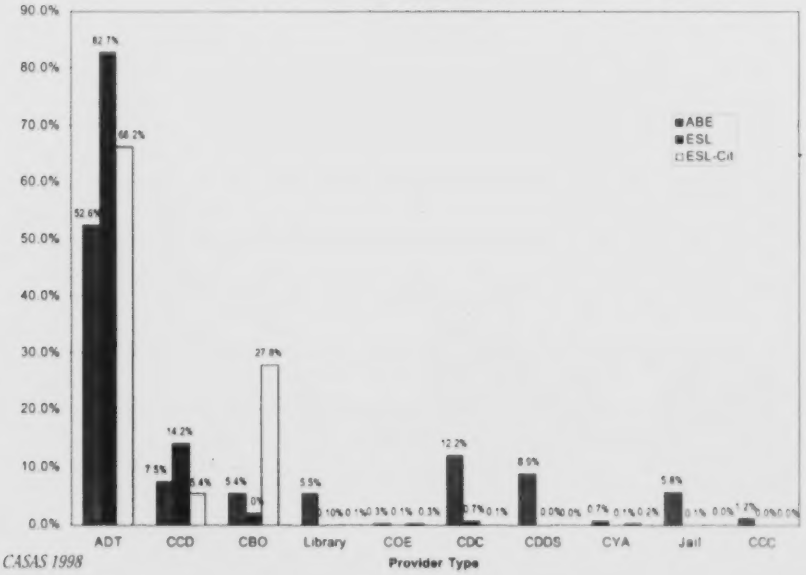
Table 2.2 – Total Enrollment Population
Instructional Program (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
	N	%	N	%	N	%	N	%	N	%
ABE	16,388	16.2	17,804	16.4	25,576	21.5	22,343	17.5	24,414	15.7
ESL	84,740	83.8	90,518	83.6	85,963	72.4	89,563	70.3	115,210	73.9
ESL-Citizenship	-	-	-	-	7,302	6.1	15,544	12.2	16,244	10.4
Total	101,128	100	108,322	100	118,841	100	127,450	100	155,868	100

Patterns of Provider Services Within Instructional Program

Further analyzing the characteristics of each of the instructional programs, it can be seen in Figure 2.2 that the pattern of provider services varied by instructional program. Within ABE programs, the top four providers were school district adult schools (52.6%), the CDC (12.2%), the California Department of Development Services (8.9%), and community college districts (7.5%). For ESL, only two providers dominated: school district adult schools (82.7%) and community college districts (14.2%). For ESL-Citizenship programs, the key providers were school district adult schools (66.2%), community-based organizations (27.8%), and community college districts (5.4%)

Figure 2.2 – Percentage of Learners in Each Instructional Program Serviced by Each Provider Type
(N = 155,868)



Additional program information for learners in the total enrollment population can be found in Appendix C.

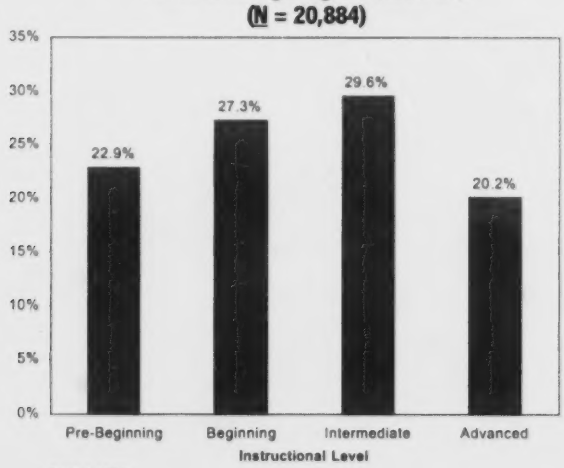
BEST COPY AVAILABLE

Instructional Level

A total of 145,899 learners indicated their instructional level. Figures 2.3 and 2.4 present instructional program and level data for the ABE, ESL, and ESL-Citizenship learners across all provider types. ABE and ESL program levels follow the Model Standards published for each of those programs. ABE instruction is divided into four levels: Pre-beginning, Beginning, Intermediate, and Advanced. ESL instruction is divided into six levels: Beginning Literacy, Beginning Low, Beginning High, Intermediate Low, Intermediate High and Advanced.

ABE: The data show that 22.9% of the ABE participants are at the Pre-Beginning level, 27.3% at the Beginning level, and 29.6% at the Intermediate level. Among the ABE population, 20.2% were at the advanced level which is much higher than was seen in either the ESL or ESL-Citizenship populations (see Figure 2.3).

Figure 2.3 – Percentage of ABE Learners at Each Instructional Level When Entering Program (1997-98) (N = 20,884)



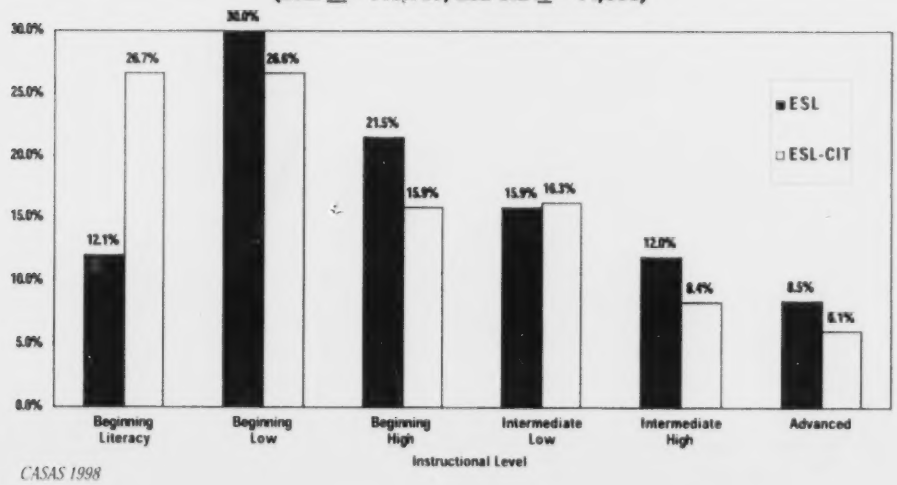
CASAS 1998

BEST COPY AVAILABLE

ESL: The data indicate that 51.5% of ESL learners were at the Beginning Low or Beginning High levels. Combined with the Beginning Literacy level (12.1%), a total 63.6% of all ESL learners are at the beginning levels (see Figure 2.4).

ESL-Citizenship: As seen in Figure 2.4, these data indicate that 69.1% of all ESL-Citizenship learners were at the beginning levels. ESL-Citizenship learners were primarily at the Beginning Literacy (26.7%) and Beginning Low (26.6%) levels. The Beginning High level was represented by 15.9% of learners. *It is at the Beginning High level that most participants begin to profit from citizenship instruction and take a standardized citizenship written test. Among this sample, 53.2% of the ESL-Citizenship learners were below this level.* However, lower-skilled individuals could benefit from an ESL-Citizenship program if they remained in the program long enough to acquire the necessary English language skills to pass a standardized citizenship test and the INS interview.

Figure 2.4
Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level When Entering Program (1997-98)
(ESL: N = 110,707; ESL-Cit: N = 14,308)

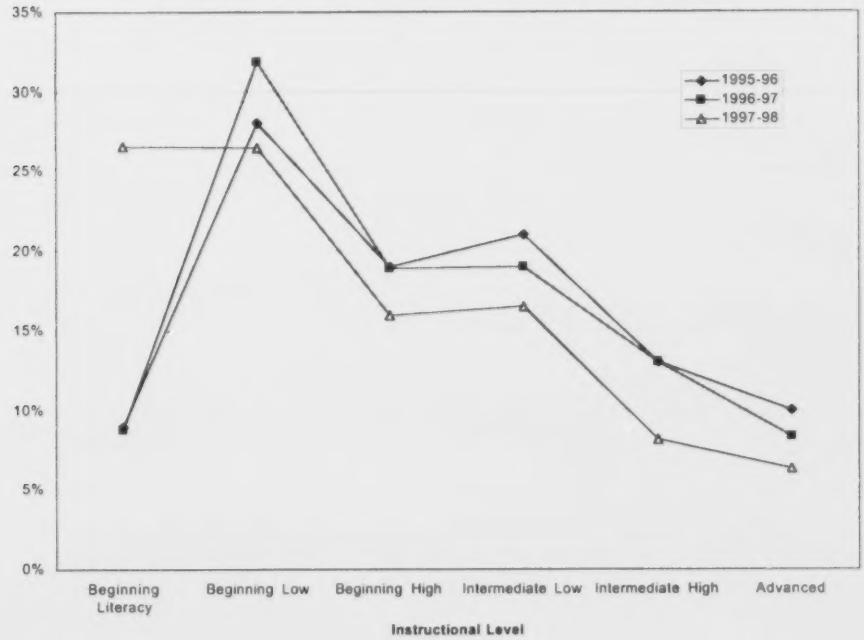


CASAS 1998

BEST COPY AVAILABLE

A review of trend data on instructional levels per instructional program reveals the interesting fact that the number of ESL-Citizenship learners at the Beginning Literacy or Beginning Low instructional level upon entry has been increasing (see Figure 2.5). During 1995-96, 37% of learners were in these two levels; in 1996-97 the percentage was 40.7% of learners; and, in 1997-98, 53.1% of learners were in these two levels. Figures 2.6 and 2.7 contain trend data for ESL and ABE learners for 1995-96 to 1997-98. As can be seen, no dramatic changes in the percentage of learners within any of the instructional levels was seen in the ESL or ABE learner populations.

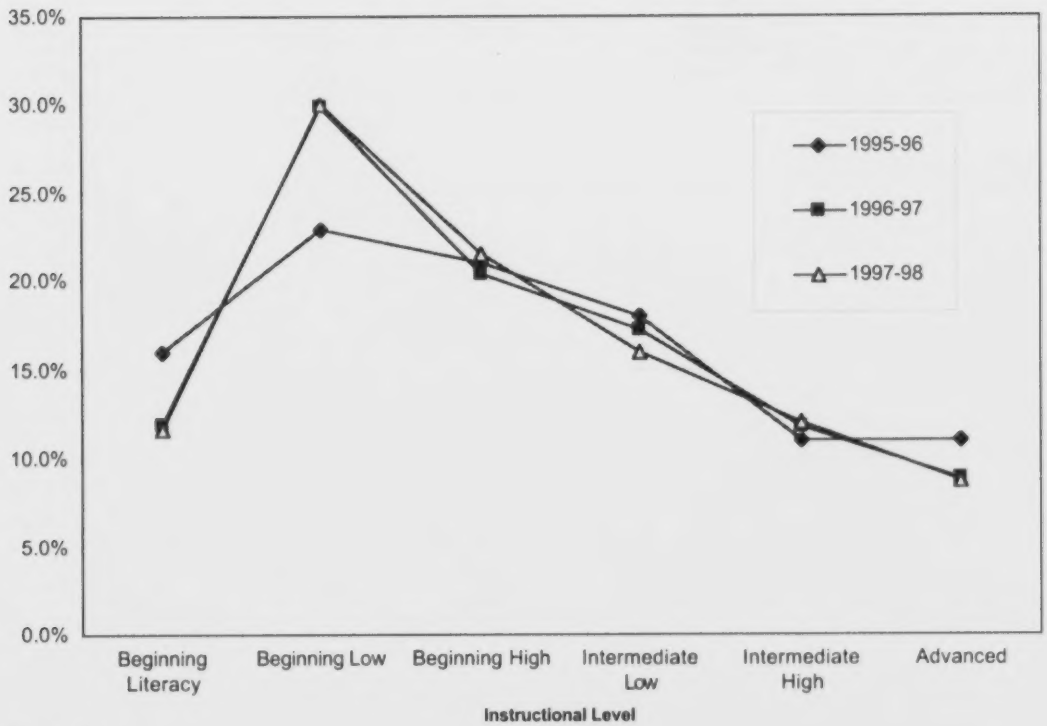
Figure 2.5 – ESL-Citizenship Instructional Level Trends
(1995-96 to 1997-98)
(1995-96: N =6,622; 1996-97: N=14,154; 1997-98: N=14,308)



CASAS 1998

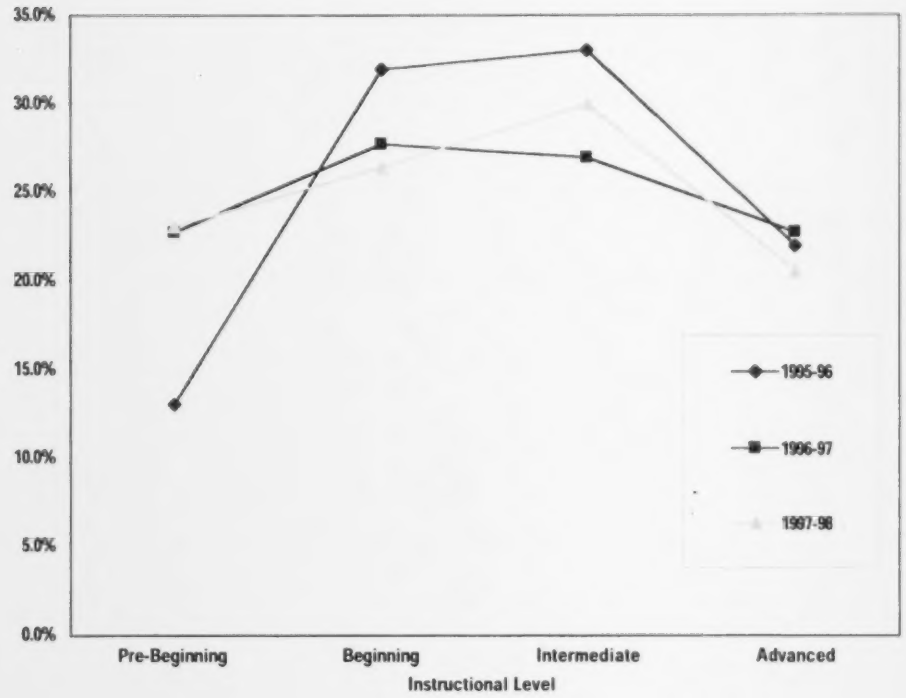
BEST COPY AVAILABLE

Figure 2.6 – ESL Instructional Level Trends
(1995-96 to 1997-98)
(1995-96: N =81,110; 1996-97: N=87,043; 1997-98: N=110,707)



CASAS 1998

Figure 2.7 – ABE Instructional Level Trends
(1995-96 to 1997-98)
(1995-96: N =19,644; 1996-97: N=20,727; 1997-98: N=20,884)



CASAS 1998

Instructional Levels Served Within Instructional Programs

Some variation existed by provider type in the percentages of learners served at various instructional levels within instructional programs.

ABE: The CDDS served much higher percentages of learners in the lower ABE instructional levels than did other providers, and this could be expected for a provider focused on special education programs. Among CDDS' ABE learners, 92.8% are at Pre-Beginning or Beginning levels. Community-based organizations also served higher percentages of learners in the lower ABE instructional levels than did other providers with 80.6% of their learners at Pre-Beginning or Beginning levels. Among adult school and community college learners, 46.2% and 42.8% respectively, were at Pre-Beginning or Beginning levels. In contrast, only 19.6% of learners in jail programs were at the Beginning levels, while 64.6% were at the Advanced level (see Table 2.3).

BEST COPY AVAILABLE

ESL: Adult schools and community colleges tended to be very similar to one another in the percentages of ESL learners they served in each of the ESL instructional levels (63.8% and 57.9% of learners in the Beginning ESL instructional levels, respectively). Community-based organizations served a much higher percentage of learners in the Beginning ESL instructional levels than did other providers (88.8%).

Table 2.3 – Percentage of Learners at Each Instructional Level Within Each Provider Type (1997-98)

	Adult		CCD		CBO		Library		COE		CDC		CDDS		CYA		Jail		CCC	
ABE	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Pre-Beginning	2,034	20.0	303	18.6	570	48.5	188	14.4	0	0.0	112	4.1	1,465	67.4	51	30.7	51	4.1	10	4.1
Beginning	2,670	26.2	394	24.2	378	32.1	512	39.1	2	3.6	873	32.2	553	25.4	80	48.2	192	15.5	49	20.2
Intermediate	3,446	33.9	516	31.7	162	13.8	429	32.8	40	71.4	1,136	41.9	90	4.1	33	19.9	196	15.8	135	55.6
Advanced	2,030	19.9	417	25.6	66	5.6	179	13.7	14	25.0	590	21.8	66	3.0	2	1.2	801	64.6	49	20.2
Total	**10,180**	**100.0**	**1,630**	**100.0**	**1,176**	**100.0**	**1,308**	**100.0**	**56**	**100.0**	**2,711**	**100.0**	**2,174**	**100.0**	**166**	**100.0**	**1,240**	**100.0**	**243**	**100.0**
ESL																				
Beginning Literacy	10,618	11.6	1,223	7.7	1,335	66.7	12	8.7	14	16.5	184	24.0	-	-	4	2.6	5	9.8	1	100.0
Beginning Low	28,155	30.7	4,358	27.5	216	10.8	26	18.8	54	63.5	296	38.6	-	-	82	52.6	10	19.6	-	-
Beginning High	19,731	21.5	3,602	22.7	227	11.3	42	30.4	13	15.3	129	16.8	-	-	36	23.1	13	25.5	-	-
Intermediate Low	14,401	15.7	2,985	18.8	87	4.3	25	18.1	2	2.4	96	12.5	-	-	18	11.5	8	15.7	-	-
Intermediate High	10,638	11.6	2,484	15.7	108	5.4	18	13.0	1	1.2	53	6.9	-	-	16	10.3	9	17.6	-	-
Advanced	8,112	8.9	1,202	7.6	28	1.4	15	10.9	1	1.2	8	1.0	-	-	0	0.0	6	11.8	-	-
Total	**91,655**	**100.0**	**15,854**	**100.0**	**2,001**	**100.0**	**138**	**100.0**	**85**	**100.0**	**766**	**100.0**	**-**	**-**	**156**	**100.0**	**51**	**100.0**	**1**	**100.0**
ESL-CIT																				
Beginning Literacy	991	10.4	86	11.2	2,722	70.3	-	-	13	23.6	-	-	-	-	-	-	-	-	-	-
Beginning Low	2,918	30.5	253	32.9	607	15.7	2	11.1	17	30.9	-	-	-	-	6	18.8	2	100.0	-	-
Beginning High	1,844	19.3	160	20.8	246	6.4	3	16.7	10	18.2	-	-	-	-	14	43.8	-	-	-	-
Intermediate Low	2,028	21.2	85	11.1	198	5.1	7	38.9	11	20.0	-	-	-	-	5	15.6	-	-	-	-
Intermediate High	979	10.2	143	18.6	76	2.0	-	-	4	7.3	-	-	-	-	7	21.9	-	-	-	-
Advanced	802	8.4	42	5.5	21	0.5	6	33.3	-	-	-	-	-	-	-	-	-	-	-	-
Total	**9,562**	**100.0**	**769**	**100.0**	**3,870**	**100.0**	**18**	**100.0**	**55**	**100.0**	**-**	**-**	**-**	**-**	**32**	**100.0**	**2**	**100.0**	**-**	**-**

CASAS 1998 - No data submitted.

BEST COPY AVAILABLE

ESL-Citizenship: The same trends seen with ESL learners were seen with ESL-Citizenship learners. Adult schools and community colleges tended to be very similar to one another in the percentages of ESL-Citizenship learners they served in the Beginning instructional levels (60.2% and 64.9%, respectively). Community-based organizations served a much higher percentage of ESL-Citizenship learners in the Beginning instructional levels than did other providers (92.4%). See Table 2.3 for all other comparisons.

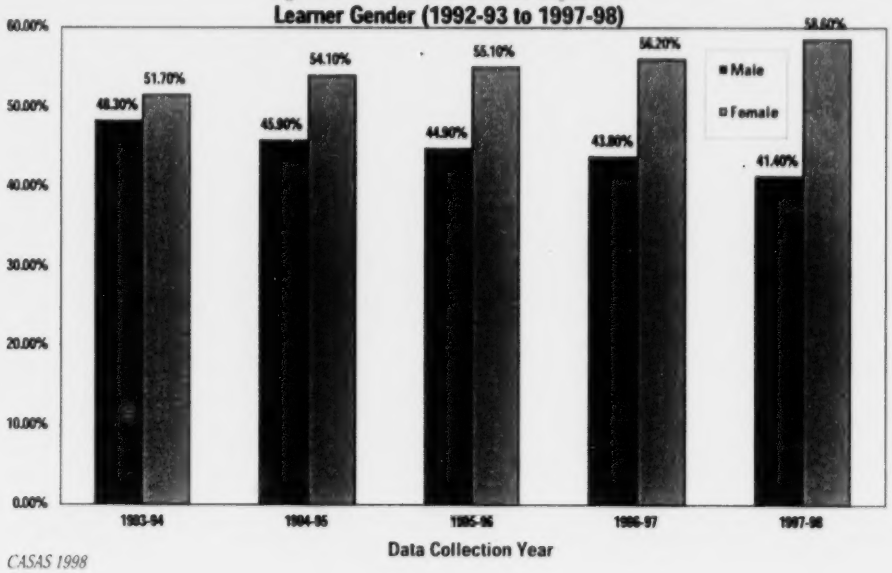
LEARNER INFORMATION

Student information was provided by both instructors and learners on the Student Entry Record form. Information detailed in this summary includes gender, age, ethnic background, years of education, and highest degree earned. The learners' reasons for enrollment are discussed separately for the local agency population (see Chapter 4) and the state population (see Chapter 9).

Gender

In 1997-98, as in prior years, California's ABE 321/326 programs served more female than male learners (58.6% and 41.4%, respectively). A continual increase in the percentage of female learners has been seen over the past six years (see Figure 2.8). The gender distribution of the population varied by provider type. Adult schools, community colleges, community-based organizations, library literacy, and county office of Education programs enrolled a greater percentage of females than males. In contrast, males were the overwhelming majority in the remaining provider types, which included all the state agencies and jail programs (see Table C1 in Appendix C).

Figure 2.8 – Total Enrollment Population
Learner Gender (1992-93 to 1997-98)



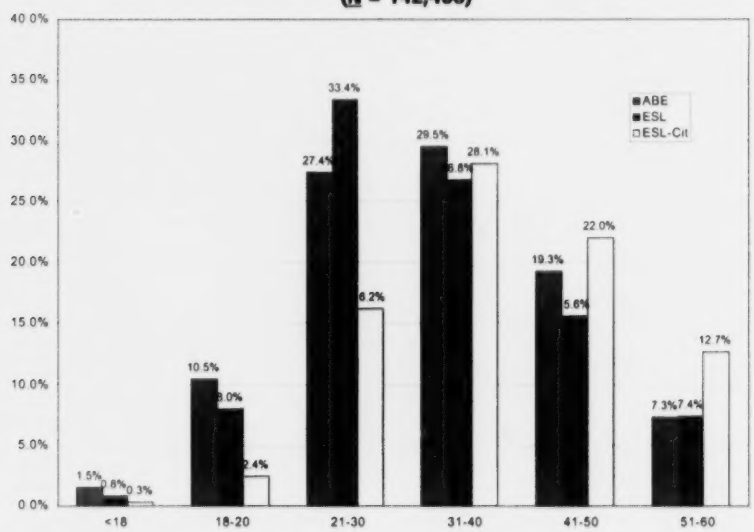
CASAS 1998

BEST COPY AVAILABLE

Age

More than one-half (56.9%) of ABE 321/326 learners were between 21 and 40 years old. ABE programs served a higher proportion of learners under 21 than did ESL and ESL-Citizenship programs, while ESL-Citizenship programs served a higher proportion of older learners. More than one-half (53.0%) of ESL-Citizenship learners are over 40 (see Figure 2.9). The proportion of younger learners has steadily declined during the last five years, while the proportion of older learners has steadily increased (see Table C2 in Appendix C).

Figure 2.9 – Percentage of Learners Within Each Instructional Program Categorized by Age (1997-98) (N = 142,408)



CASAS 1998

The only notable difference among the provider types in the percentage of learners served within each age group was, as one would expect, the majority of CYA and CCC learners are between ages 15-20 (62.0% and 63.9%, respectively) (see Table C3 in Appendix C).

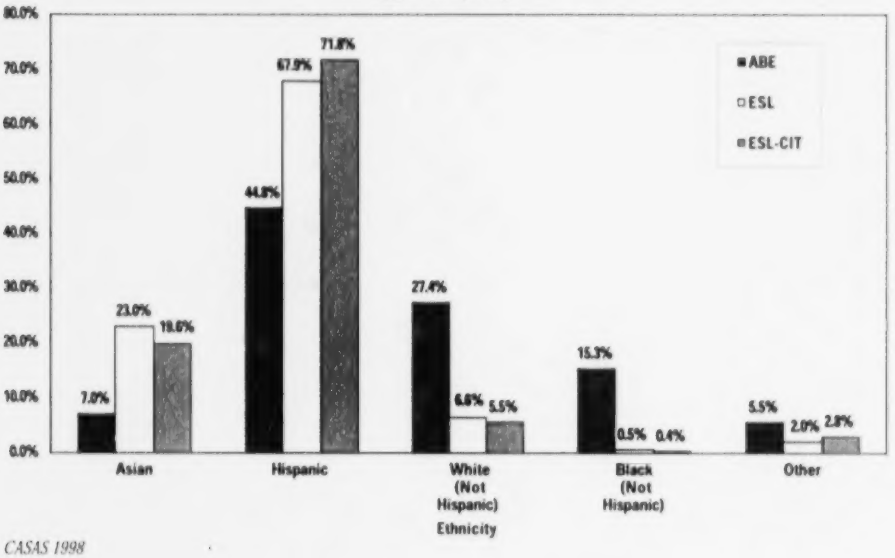
BEST COPY AVAILABLE

Ethnic Background

The majority of ABE 321/326 learners are Hispanic (64.7%), followed by Asian (20.2%), white (9.7%), and black (2.8%). The percentage of Hispanic learners has been increasing over time, while the percentage of Asian learners has been decreasing (see Table C4, Appendix C Learner Ethnicity 1993-94 to 1997-98).

Hispanic learners were the highest percentage of learners served in all three programs: ABE (44.8%), ESL (67.9%), and ESL-Citizenship (71.8%). Both white and black learners were also heavily represented in ABE programs (27.4% and 15.3%, respectively), while Asian learners were more heavily represented in ESL and ESL-Citizenship (23.0% and 19.6%, respectively). See Figure 2.10 for all other comparisons.

Figure 2.10 – Percentage of Learners Within Each Instructional Program Categorized by Ethnicity (1997-98) (N = 153,046)



CASAS 1998

BEST COPY AVAILABLE

The ethnic background of learners also varied according to provider type. The highest percentage of learners attending adult schools (67.1%) and community colleges (55.9%) were Hispanic, while Asians accounted for the second largest groups (21.5% and 25.1%, respectively) (see Table 2.4).

Table 2.4 – Percentage of Learners Within Each Provider Type Representing Each Ethnic Group (1997-98) (N = 153,046)

	Adult		CCD		CBO		Library		COE	
Ethnicity	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
White (not Hispanic)	9,088	7.8	2,244	12.1	653	8.2	390	26.2	38	15.0
Hispanic	78,420	67.1	10,331	55.9	6,349	80.1	675	45.3	146	57.5
Asian	25,101	21.5	4,642	25.1	643	8.1	195	13.1	66	26.0
Black	1,558	1.3	508	2.7	183	2.3	180	12.1	1	0.4
Pacific Islander	135	0.1	25	0.1	1	0.0	2	0.1	-	-
Filipino	736	0.6	116	0.6	23	0.3	8	0.5	2	0.8
Native American	163	0.1	41	0.2	12	0.2	8	0.5	-	-
Native Alaskan	8	0.0	5	0.0	5	0.1	-	-	-	-
Other	1,673	1.4	563	3.0	59	0.7	33	2.2	1	0.4

CASAS 1998 *- No data submitted.*

	CDC		CDDS		CYA		Jail		CCC	
Ethnicity	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
White (not Hispanic)	504	13.4	1,491	69.0	31	8.8	367	25.0	105	37.0
Hispanic	1,961	52.3	283	13.1	216	61.4	527	35.9	77	27.1
Asian	94	2.5	40	1.9	42	11.9	17	1.2	4	1.4
Black	956	25.5	276	12.8	55	15.6	502	34.2	69	24.3
Pacific Islander	21	0.6	9	0.4	2	0.6	8	0.5	1	0.4
Filipino	23	0.6	16	0.7	1	0.3	5	0.3	2	0.7
Native American	56	1.5	18	0.8	1	0.3	18	1.2	13	4.6
Native Alaskan	-	-	4	0.2	-	-	-	-	2	0.7
Other	136	3.6	25	1.2	4	1.1	23	1.6	11	3.9

CASAS 1998 *- No data submitted.*

Table C5 in Appendix C contains information presented on learners' native language by instructional program and provider type. Learner's native language was defined as the predominant language spoken in the household as a child.

Highest Degree Earned

California's ABE 321/326 programs served individuals with little prior education. More than one-half (55.9%) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program. Of those learners who have a degree, most were awarded in their native county and/or the learner is functioning below a high school level (or 230 CASAS scale score). All three instructional programs enroll the majority of their learners with no formal degree (ABE, 67.7%; ESL, 51.3%;, and ESL-Cit., 70.7%) (see Table C6, Appendix C). The educational level of learners entering ABE 321/326 programs has been declining over time. The proportion of learners enrolling who have no diploma or degree was 55.9% in 1997-98 compared to 50.5% in 1993-94 (see Table C7 in Appendix C).

In an analysis of the data by provider type, the percentages of learners who had not earned a formal diploma or degree range from 87.3% to 41.3%. The percentages, in decreasing order by provider type, of those who had not earned a formal diploma or degree are: CBO (87.3%), CDC (81.5%), CDDS (79.8%), COE (76.6%), CYA (73.1%), Lib (57.7%), Adult (54.7%), Jails (53.1%), CCC (49.5%), and CCD (41.3%). See Table 2.5 for all other comparisons.

Table 2.5 – Total Enrollment Population
Highest Degree Earned by Provider Type (1997-98)
(N = 146,361)

	Adult		CCD		CBO		Library		COE	
Highest Degree	N	%	N	%	N	%	N	%	N	%
None	61,147	54.7	7,254	41.3	6,599	87.3	836	57.7	193	76.6
GED	4,927	4.4	968	5.5	110	1.5	28	1.9	13	5.2
H.S. Diploma	27,034	24.2	5,529	31.5	491	6.5	467	32.2	34	13.5
AA / AS	3,716	3.3	738	4.2	83	1.1	25	1.7	5	2.0
4-Year College	6,823	6.1	1,603	9.1	111	1.5	58	4.0	3	1.2
Graduate Studies	2,913	2.6	767	4.4	64	0.8	12	0.8	3	1.2
Other	5,155	4.6	706	4.0	104	1.4	23	1.6	1	0.4
Total	111,715	100	17,555	100	7,562	100	1,449	100	252	100

	CDC		CDDS		CYA		Jail		CCC	
Highest Degree	N	%	N	%	N	%	N	%	N	%
None	2,944	81.5	1,724	79.8	256	73.1	752	53.1	142	49.5
GED	155	4.3	107	5.0	11	3.1	218	15.4	23	8.0
H.S. Diploma	392	10.8	226	10.5	55	15.7	403	28.4	120	41.8
AA / AS	17	0.5	47	2.2	11	3.1	25	1.8	•	0.0
4-Year College	13	0.4	26	1.2	6	1.7	11	0.8	•	0.0
Graduate Studies	17	0.5	6	0.3	6	1.7	3	0.2	1	0.3
Other	76	2.1	24	1.1	5	1.4	5	0.4	1	0.3
Total	3,614	100	2,160	100	350	100	1,417	100	287	100

Program and Learner Information for the Local Agency Population: Who Participates in Adult Education Through Local Agency Providers?

Chapter Three provides information about program services and individuals served in the Local Agency Population: school district adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data. This is a new chapter from previous ABE 321/326 reports.

Data Highlights

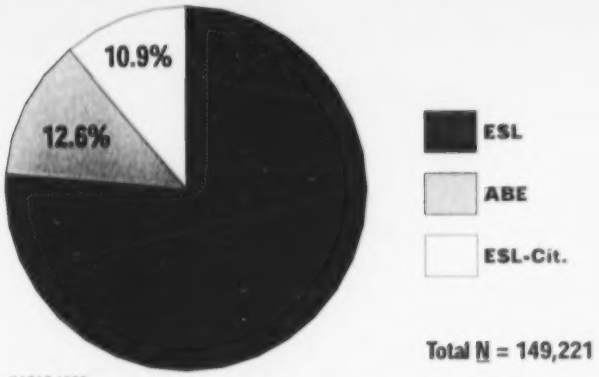
- 149,221 Student Entry Forms were received from learners enrolled in ABE (12.6%), ESL (76.5%), and ESL-Citizenship (10.9%) programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (76.5%).
- The percentage of local agency learners who indicated they received TANF/GAIN or other public assistance was 5.0%.
- The most frequently cited primary reasons for enrollment for ABE learners were education (44.1%), communication (19.2%), personal goal (15.0%), and get a job (10.2%).
- The most frequently cited primary reasons for enrollment for ESL learners were communication (45.1%), education (26.4%), get a job (8.5%), and personal goal (8.1%).
- The most frequently cited primary reasons for enrollment ESL-Citizenship learners were citizenship (62.0%), education (13.5%), communication (13.4%), and personal goal (3.7%).

PROGRAM INFORMATION

Instructional Program

Of the total enrollment population of 155,868 who indicated their program area, 149,221 were enrolled in local agency programs. Figure 3.1 illustrates the distribution of learners by program area.

Figure 3.1 – Local Agency Population
Distribution of Learners by Instructional Program (1997-98)

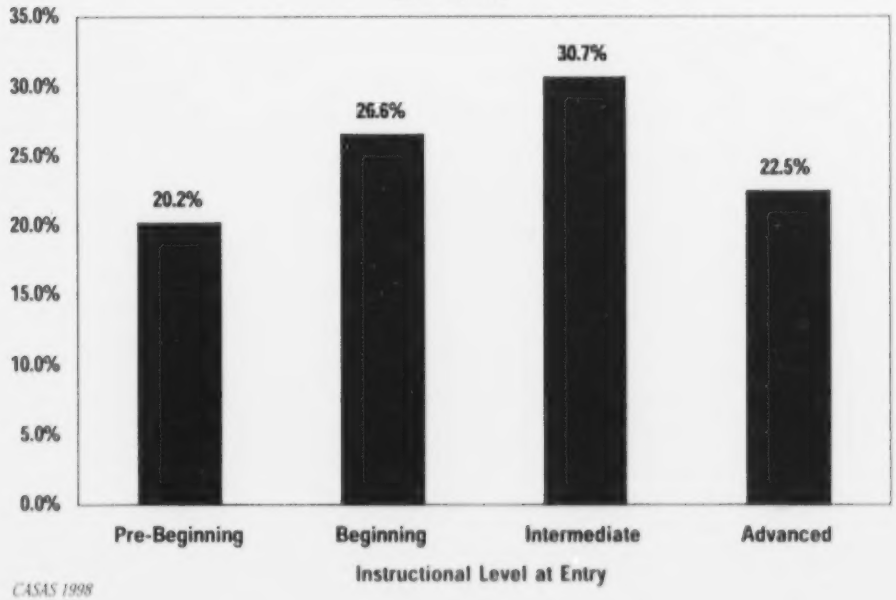


CASAS 1998

Instructional Levels

A total of 139,650 learners indicated their instructional level; 9,571 people did not indicate their instructional level. Figures 3.2 and 3.3 present instructional program and level data for the ABE, ESL, and ESL-Citizenship learners who are classified as local agency learners.

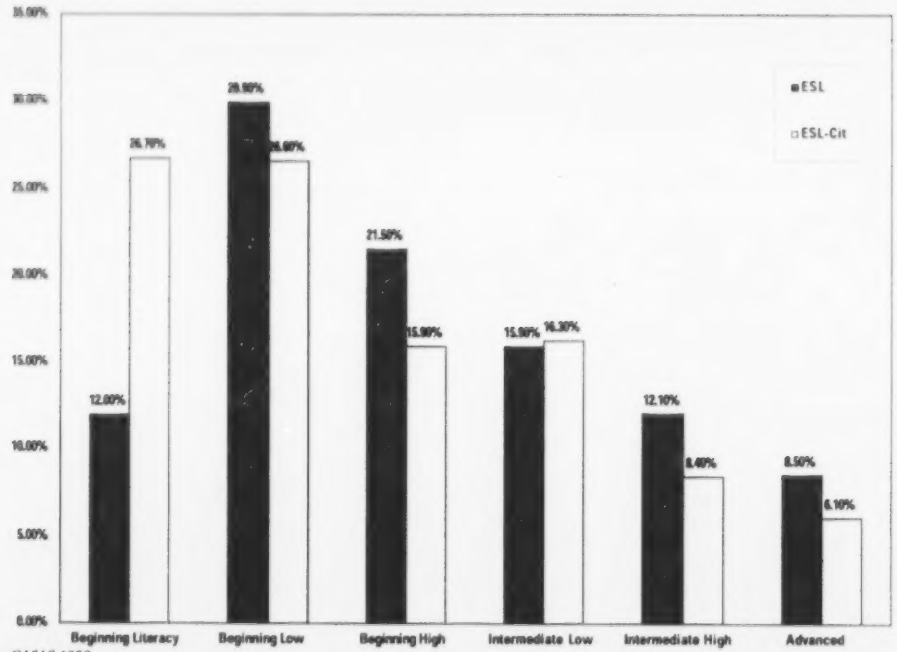
Figure 3.2 – Percentage of ABE Learners at Each Instructional Level When Entering Program (1997-98)
(N = 15,590)



CASAS 1998

BEST COPY AVAILABLE

Figure 3.3 – Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level when Entering Program (1997-98) (ESL: N = 109,784; ESL-Cit: N = 14,276)



CASAS 1998

LEARNER INFORMATION - SPECIAL PROGRAMS AND REASONS FOR ENROLLMENT

Demographic data by provider type was discussed in Chapter 2. The following section focuses on the Special Programs and Reasons for Enrollment indicated by local agency learners.

Special Programs

Learners were instructed to mark all Special Programs which were applicable, so multiple marks were allowed. The tabled percentages represent the number of learners in the local agency population who marked each particular special program. Table 3.1 summarizes the distribution of learners indicating each special program.

BEST COPY AVAILABLE

Table 3.1 – Percentage of Learners in the Local Population Enrolled In Special Programs (1997-98) (N = 149,221)

Special Program	Frequency	Percent
TANF/GAIN	4,877	3.3
Other Welfare	2,558	1.7
JTPA	695	.5
Correctional Ed.	1,292	.9
Jail	1,909	1.3
Special Ed.	2,711	1.8
Homeless	235	.2
Family Lit.	1,589	1.1
Workplace Ed.	962	.6
Distance Learning	1,228	.8
5% Projects	835	.6

CASAS 1998

The total number of learners on public assistance may be estimated by adding the TANF/GAIN count with the Other Welfare count. The total number of learners indicating one or both is 7,435 which represents 5.0% of the population. The number of individuals who marked both categories is 206 representing .1% of the total population.

Reasons for Enrollment

A portion of the Student Entry Record solicited information regarding the primary and secondary reasons learners had for enrolling in one of the three instructional programs. The data show that learner reasons for enrollment varied by instructional program, as one would expect.

ABE: For learners in ABE programs, the most frequently cited primary reasons for enrollment were education (44.1%), communication (19.2%), personal goal (15.0%), and get a job (10.2%). The most frequently cited secondary reasons for enrollment were personal goal (28.0%), education (19.9%), get a job (18.6%), and communication (12.6%). See Table 3.2 for all other percentages.

Table 3.2 – Percentage of ABE Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98) (Primary Reason - N = 18,377; Secondary Reason – N = 17,448)

	Primary Reason	Secondary Reason
Education	44.1%	19.9%
Get a Job	10.2%	18.6%
Improve Job	5.9%	8.4%
Communication	19.2%	12.6%
Citizenship	1.8%	2.3%
Personal Goal	15.0%	28.0%
Mandated	3.7%	0.9%

CASAS 1998

BEST COPY AVAILABLE

ESL: For learners in ESL programs, the most frequently cited primary reasons for enrollment were communication (45.1%), education (26.4%), get a job (8.5%), and personal goal (8.1%). Their most frequently cited secondary reasons for enrollment were communication (25.5%), education (17.9%), get a job (16.3%), and personal goal (14.9%). See Table 3.3 for all other percentages.

Table 3.3 – Percentage of ESL Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98)
(Primary Reason - N = 111,511; Secondary Reason – N = 106,222)

	Primary Reason	Secondary Reason
Education	26.4%	17.9%
Get a Job	8.5%	16.3%
Improve Job	6.1%	9.8%
Communication	45.1%	25.5%
Citizenship	4.2%	7.4%
Personal Goal	8.1%	14.9%
Mandated	1.6%	0.4%

CASAS 1998

ESL-Citizenship: For learners in ESL-Citizenship programs, the most frequently cited primary reasons for enrollment were citizenship (62.0%), education (13.5%), communication (13.4%), and personal goal (3.7%). Their most frequently cited secondary reasons for enrollment were communication (23.8%), education (23.9%), citizenship (18.3%), and personal goal (15.8%). See Table 3.4 for all other percentages.

Table 3.4 – Percentage of ESL-Citizenship Learners Indicating Primary and Secondary Reasons for Enrollment (1997-98)
(Primary Reason - N = 15,854; Secondary Reason – N = 13,806)

	Primary Reason	Secondary Reason
Education	13.5%	23.9%
Get a Job	2.6%	7.5%
Improve Job	1.8%	4.2%
Communication	13.4%	23.8%
Citizenship	62.0%	18.3%
Personal Goal	3.7%	15.8%
Mandated	2.9%	0.8%

CASAS 1998

Appendix F contains geographic region data for local agencies.

BEST COPY AVAILABLE

Goal Attainment Information for Local Agency Learners: What Changes Occurred for Learners?

Chapter 4 provides information about local agency learners' goal attainment. Goal attainment information was collected on the Student Update Record and was to be obtained from learners after approximately 75 to 120 hours of instruction. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional time period.

Data Highlights

- Overall enrollment status indicated that 70.5% of all learners remained in their program at update.
- Overall retention rate increased from 68.6% in 1996-97 to 70.5% in 1997-98.
- Learners in ABE, ESL, and ESL-Citizenship programs demonstrated success with at least 28% in each program reporting completing or advancing to a higher instructional level.
- Improved communication (61.2%) and meeting personal goal (25.6%) were the two most frequently cited experiences realized by learners in all three instructional programs during the instructional period.
- ESL programs had the highest percentage of learners (64.6%) reporting improved communication skills.
- Learners whose primary reason for enrollment was to get a job reported a higher percentage (10.3%) of employment acquisition than those who enrolled for other reasons.
- 45.6% of learners who left their instructional program prior to completion did so for unknown reasons.
- Schedule conflicts (10.2%), employment acquisition (7.7%), and relocation (6.8%) were the most frequently cited reasons for leaving an instructional program prior to completion.
- Females were nearly 10 times as likely to leave an instructional program before completion due to child care issues.
- Nearly twice as many learners in the 61 and older age group left their program prior to completion primarily due to health and moving.

BEST COPY AVAILABLE

GOAL ATTAINMENT INFORMATION

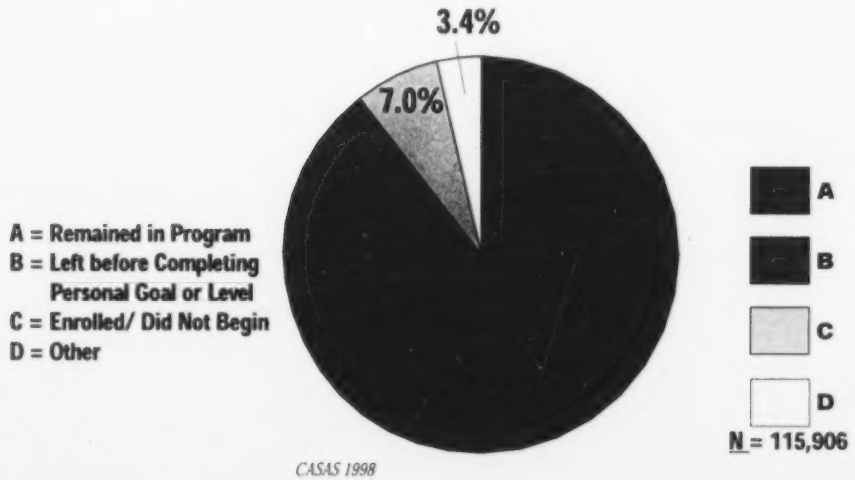
Learner Enrollment Status

Learner enrollment status was supplied by instructors and captured one of three possible options:

1. *Remained in program:* Learners who were still enrolled at the time of completing the Student Entry Record. This option, remained in program, contained learners who indicated one of the following four responses:
   - ❑ *Retained in program* at same level: Learners who were enrolled in the program at the same level as they had been at the time of completing their Student Entry Record.
   - ❑ *Changed program:* Learners who were still enrolled in the agency but had changed their instructional program since completing their Student Entry Record.
   - ❑ *Completed level/course:* Learners who had completed the instructional level or course since completing their Student Entry Record but had not begun a higher level.
   - ❑ *Moved to a higher level:* Learners who had completed an instructional level and had moved to a higher level since completing their Student Entry Record.
2. *Left before completing personal goal or level entered:* Learners who were no longer in the program but had not completed their personal goal or their instructional level before leaving.
3. *Enrolled/did not begin instruction:* Learners who did not attend after completing their Student Entry Record.

At the time of completing the Student Update Record, 70.5% of learners remained enrolled in ABE 321/326 programs, while 19.1% had left before completing a personal goal or the level they entered, and 7.0% had enrolled but did not begin instruction (See Figure 4.1).

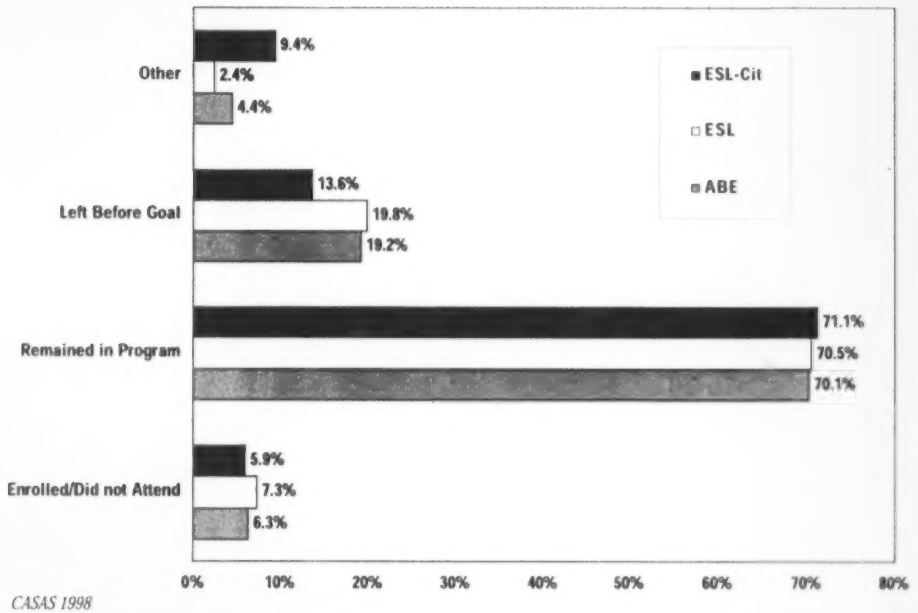
Figure 4.1 – Local Agency Population
Distribution of Learners by Learner Enrollment Status (1997-98)



It is interesting to note that a nearly equal proportion of learners remaining in their program at time of update is represented across all three program types: 70.1% of ABE learners, 70.5% of ESL learners and 71.1% of ESL-Citizenship learners (See Figure 4.2). These findings illustrate an overall improvement in participant retention from the 1996-97 data collection year: 75% of ABE learners; 68.7% of ESL learners and 59% of ESL-Citizenship learners remained in their program.

BEST COPY AVAILABLE

Figure 4.2—Local Agency Population
Enrollment Status of Learners Within Each Instructional Program (1997-98)
(N = 115,906)



CASAS 1998

Tables 4.1 and 4.4 present comparisons between the local agency population in 1997-98 and the local testing population for 1996-97. Progress data in 1996-97 reflected the local testing population only; however, demographic comparisons indicated the local testing population was representative of the total population and thus deemed acceptable for trend comparison.

A comparison of learner enrollment status during 1997-98 (Local Agency Population) with the previous year (Local Testing Population) indicates the percentage of learners who enrolled, but did not attend, decreased in all three instructional programs. Also, the percentage of ESL-Citizenship learners who remained in their program increased, and the percentage who left before completing their goal decreased. However, the opposite was seen among ABE learners with the percentage of those who remained slightly decreasing and those who left before completing their goal increasing (see Table 4.1). To better understand these and related issues, additional analyses assessing learner progress and results during the instructional period were performed and are presented in Chapter 6.

BEST COPY AVAILABLE

Table 4.1 – Local Agency Population (1997-98) and Local Testing Population (1996-97)
Two-Year Comparison of Learner Enrollment Status
For Each Instructional Program

	Data Collection Year	
Instructional Program	**1996-97**	**1997-98**
ABE		
Enrolled/Did not Begin Instruction	9.9%	6.3%
Remained in Program	75.0%	70.1%
Left Before Completing Goal	13.5%	19.2%
Other	1.5%	4.4%
ESL		
Enrolled/Did not Begin Instruction	15.3%	7.3%
Remained in Program	68.7%	70.5%
Left Before Completing Goal	14.6%	19.8%
Other	1.3%	2.4%
ESL-Citizenship		
Enrolled/Did not Begin Instruction	15.0%	5.9%
Remained in Program	59.0%	71.1%
Left Before Completing Goal	22.6%	13.6%
Other	3.4%	9.4%

CASAS 1998

Learner Progress

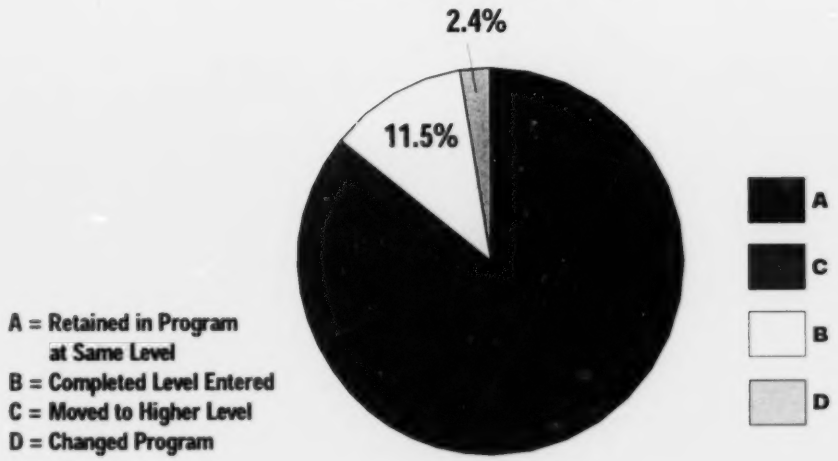
Learner progress data were analyzed for those learners who were remaining in the program at the time of the Student Update Record. Learner progress was examined using the four possible responses that created the previously discussed learner enrollment status option titled "Remained in Program." Briefly, the four possible responses that were used to determine learner progress were these:

- Retained in program at same level
- Changed program
- Completed level/course
- Moved to a higher level

As seen in Figure 4.3, among those learners remaining in an instructional program at time of student update, the majority (67.8%) were retained at the same program level, 11.5% completed the level entered, 18.3% moved to a higher level, and 2.4% changed program.

BEST COPY AVAILABLE

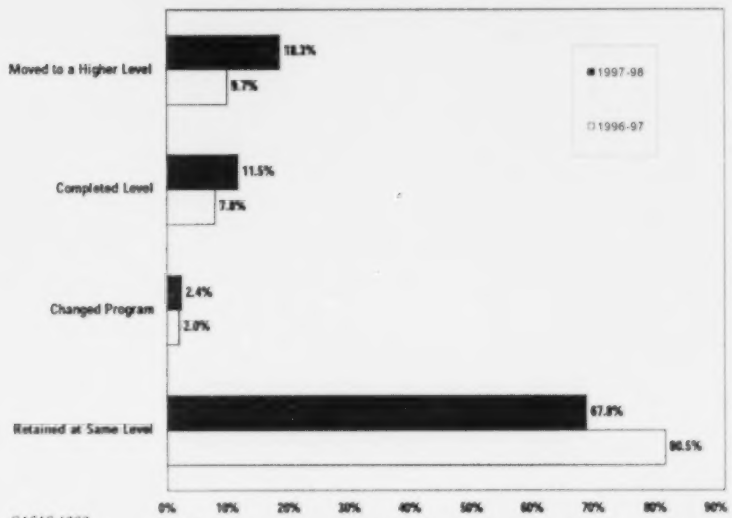
Figure 4.3 –Percentage at Each Level of Progress Among Learners Remaining in an Instructional Program at Student Update (1997-98)
(Local Agencies Only: N = 81,757)



CASAS 1998

A comparison of the results with 1996-97 data shows a greater percentage of learners this year who completed a level and moved to a higher level. This decreased the percentage who were retained at the same level (Figure 4.4).

Figure 4.4 –Percentage of Learners Within Each Instructional Year at Various Levels of Progress (1996-97 to 1997-98)
(1996-97: N =31,889; 1997-98: N=81,757)



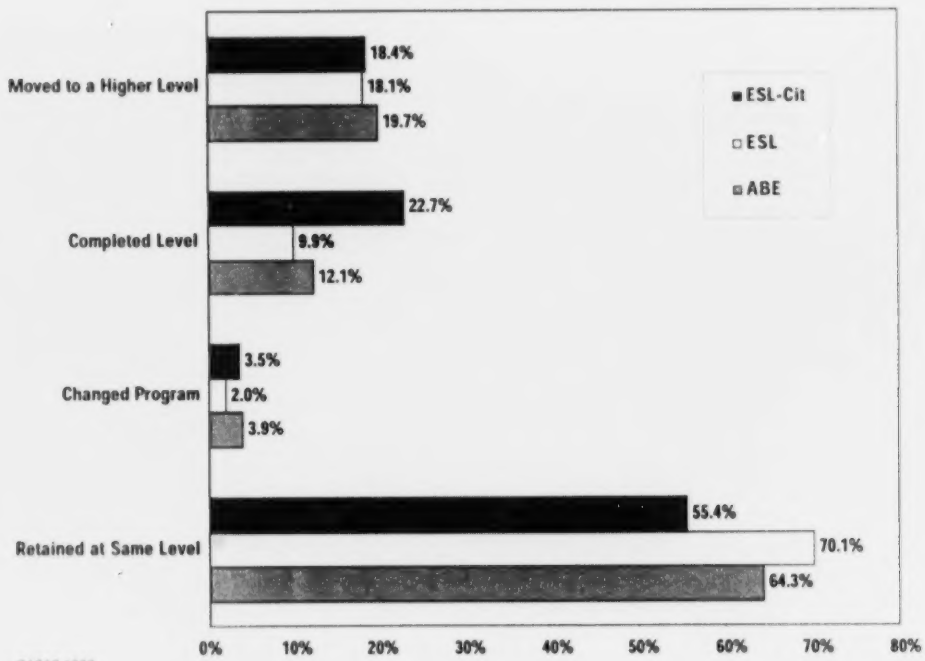
CASAS 1998

-1996-97 data reflects the local testing population
-1997 98 data reflects the local agency population

BEST COPY AVAILABLE

Learners in all three instructional programs demonstrated success with at least 28% in each program reporting having completed the instructional level at which they entered or advanced to a higher level. Learners in ABE and ESL programs reported similar levels of progress overall. Among ESL-Citizenship learners, nearly twice as many reported completing their instructional level at entry as compared to learners in the other two programs. In addition, ESL-Citizenship learners represented the highest percentage moving to a higher level of instruction (see Figure 4.5).

Figure 4.5 – Percentage of Learners Within Each Instructional Program at Each Level of Progress (1997-98)



CASAS 1998

Learner Results

Learner results data were collected on the *Student Update Record* to document changes that occurred for learners during the instructional time period. Learner results are conceptualized as experiences that were realized by learners during the period of instruction. Respondents were asked to mark all outcomes that they experienced during the time of instruction. Percentages reported for learner results reflect the number of times a particular experience was selected out of the total number of learners who remained in any instructional program. The list of possible experiences:

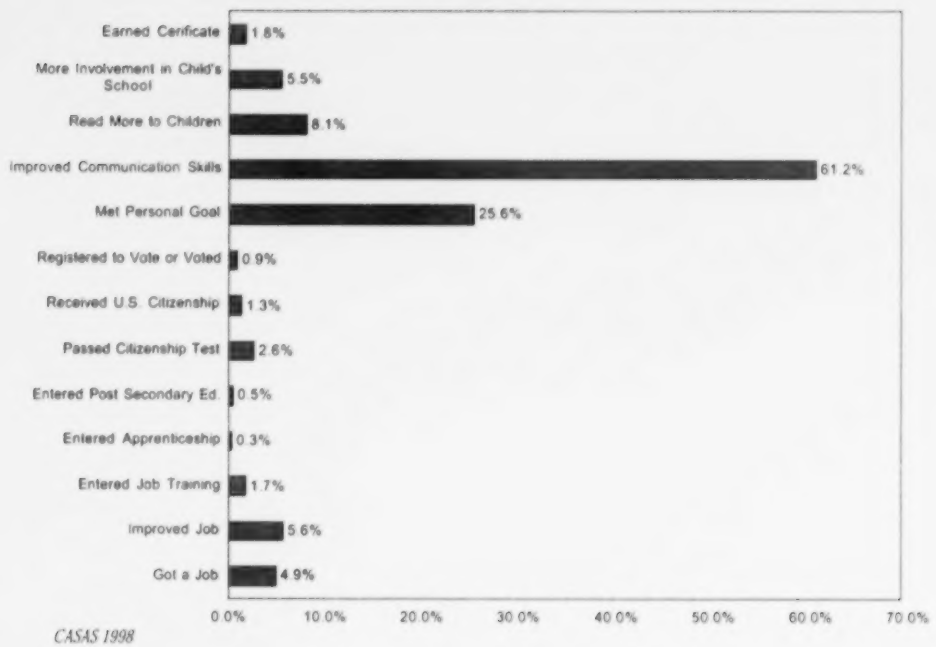
- Got a job
- Got a better job or advanced in job
- Entered job training
- Entered apprenticeship
- Entered post-secondary education
- Passed citizenship test
- Received U.S. citizenship

BEST COPY AVAILABLE

- Registered to vote or voted
- Met personal goal
- Improved communication skills
- Read more to child
- Greater involvement in child's school
- Earned certificate (Note: a new response option in 1997-98)

Overwhelmingly, the two most common results reported by ABE 321/326 learners who remained in an instructional program (N = 81,757) were improved communication skills (61.2%) and met personal goal (25.6%). Figure 4.6 illustrates the percentage of learners endorsing each of the possible outcome categories.

Figure 4.6 – Percentage of Learners Who Experienced a Particular Outcome During the Instructional Period (1997-98) (N = 81,757)



CASAS 1998

Learner Results by Primary Reason for Enrollment

As part of the Student Entry Record, learners were asked to indicate their primary reason for enrolling in one of the three instructional programs. Secondary reasons for enrollment were also indicated, and those results can be found in Appendix D, Table D1. Across every primary reason for enrollment, the first and second most frequently observed outcomes were "improved communication skills" and "met personal goal." Differences among the selected outcomes are seen in the third most frequent experience selected within each reason for enrollment category. Table 4.2 contains all responses and highlights the three most frequent learner experiences for each enrollment category.

BEST COPY AVAILABLE

ABE 321/326 programs were effective at helping learners meet their enrollment goals. In reviewing the learner results (Table 4.2), the following can be seen.

- Nearly twice as many learners whose primary reason for enrolling was to get a job actually got a job than did other learners. In addition, these individuals were more likely to have earned a certificate than those who enrolled for reasons other than to get a job.
- Nearly twice as many learners who enrolled to improve their jobs actually got better jobs or advanced in their jobs than did other learners.
- More learners who enrolled for citizenship passed the citizenship test, received U.S. citizenship, and registered to vote or voted than did other learners.
- More learners who enrolled for an educational reason entered post-secondary education than did other learners.
- Learners who enrolled to improve their communication indicated they did improve their communication skills (69.7%). This result is higher for this group than for other learners.
- More learners who enrolled to meet a personal goal met their goal than did other learners.
- Learners who were mandated to enroll read more to their children and had a greater involvement in their children's school than other learners; mandated learners were also the highest category indicating they entered a job training program.

Table 4.2 – Percentage of Learners Within Each Enrollment Category Experiencing a Particular Outcome During the Instructional Period (1997-98)

	Primary Reason for Enrollment													
	Education		Get a Job		Improved Job		Communication		Citizenship		Personal Goal		Mandated	
Outcomes	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Got a Job	1,240	5.9	673	10.3	278	6.1	1,291	4.1	121	1.5	259	4.0	84	4.7
Improved Job	1,321	6.2	440	6.8	545	11.9	1,708	5.4	111	1.4	319	4.9	27	1.5
Entered Job Training	431	2.0	194	3.0	103	2.2	382	1.2	33	0.4	113	1.7	84	4.7
Entered Apprenticeship	82	0.4	35	0.5	17	0.4	84	0.3	11	0.1	17	0.3	7	0.4
Entered Post Secondary Ed.	191	0.9	34	0.5	16	0.3	117	0.4	15	0.2	45	0.7	2	0.1
Passed Citizenship Test	275	1.3	86	1.3	56	1.2	483	1.5	1,027	12.7	107	1.6	40	2.3
Received U.S. Citizenship	194	0.9	73	1.1	47	1.0	366	1.2	227	2.8	71	1.1	27	1.5
Registered to Vote or Voted	197	0.9	50	0.8	42	0.9	273	0.9	84	1.0	66	1.0	16	0.9
Met Personal Goal	5,926	28.0	1,594	24.5	1,166	25.4	7,411	23.5	1,900	23.5	2,206	33.8	494	27.8
Improved Communication Skills	11,735	55.4	3,755	57.7	2,767	60.3	21,964	69.7	4,134	51.1	3,819	58.5	978	55.1
Read More to Children	1,798	8.5	524	8.1	329	7.2	2,514	8.0	596	7.4	587	9.0	174	9.8
More Involvement in Child's School	1,196	5.6	330	5.1	211	4.6	1,740	5.5	377	4.7	419	6.4	146	8.2
Other	414	2.0	184	2.8	119	2.6	493	1.6	156	1.9	128	2.0	12	0.7
Total Learners	**21,189**		**6,507**		**4,588**		**31,529**		**8,090**		**6,533**		**1,775**	

CASAS 1998

Learner Results by Instructional Program

Improving communication skills and meeting a personal goal were also the most common results for learners in each of the three instructional programs:

- Among ABE learners who reported a result, 48.4% reported improving communication skills and 31.5% reported meeting a personal goal; third highest reported outcome was read more to child (8.7%).
- Among ESL learners who reported a result, 64.6% reported improving communication skills and 25.1% reported meeting a personal goal; third highest reported outcome was read more to child (8.0%).
- Among ESL-Citizenship learners who reported a result, 50.8% reported improving communication skills and 22.8% reported meeting a personal goal; third highest reported outcome was passing the citizenship test (11.4%).

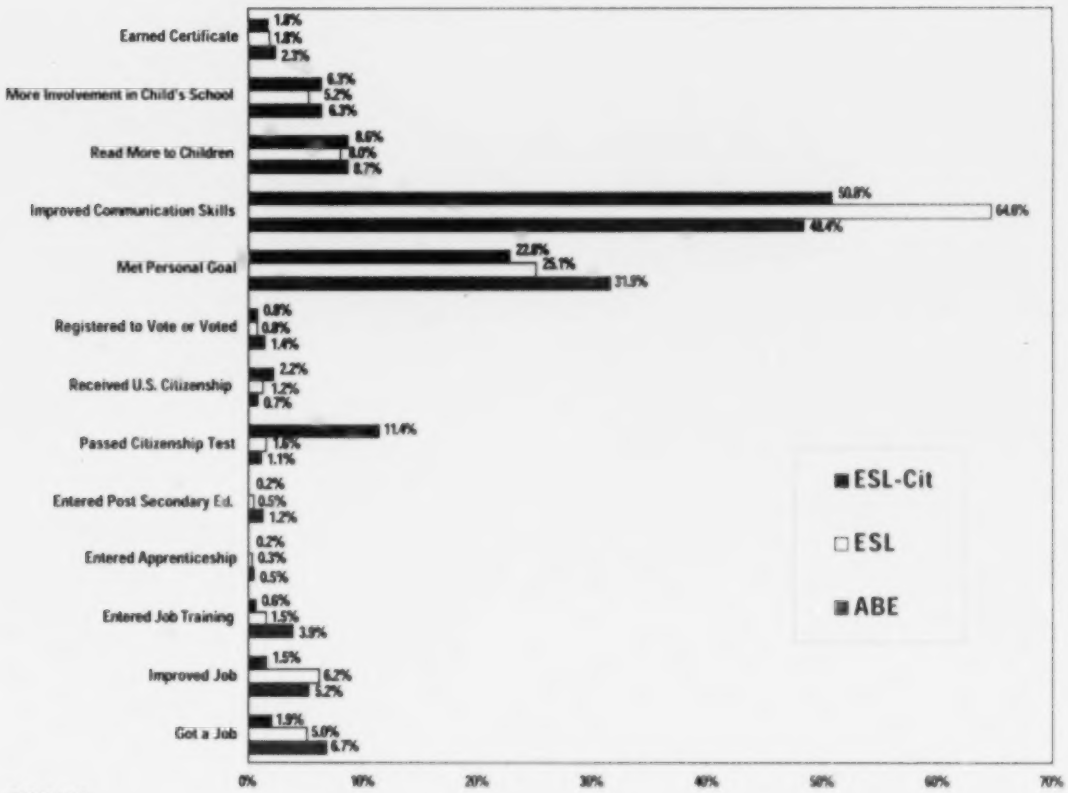
**Note: Percentages do not equal 100 because learners were asked to indicate all that apply.

Results are representative of those learners who remained in an instructional program.

BEST COPY AVAILABLE

program. ESL-Citizenship learners reported the highest percentage of those passing the citizenship test (11.4%) and receiving U.S. citizenship (2.2%) as compared to ABE learners (1.1% and .7% respectively) and ESL learners (1.6% and 1.2% respectively). ABE learners reported higher percentages of those who got a job (6.7%), entered job training (3.9%) and earned a certificate (2.3%) as compared to ESL (5.0%, 1.5% and 1.8% respectively) and ESL-Citizenship learners (1.9%, .6% and 1.8% respectively). See Figure 4.7 for all other instructional program comparisons.

Figure 4.7 – Percentage of Learners Within Each Instructional Program Experiencing a Particular Outcome During the Instructional Period (1997-98)



CASAS 1998

**Note: Percentages do not equal 100 because learners were asked to indicate all that apply. Results are representative of those learners who remained in an instructional program.

BEST COPY AVAILABLE

Reason for Leaving Early

Some learners left their instructional programs before completing their educational or personal goals. Individuals were identified to be included in this group based on information provided by the instructor on the *Student Update Record*. Those identified as leaving before completing their instructional level or who enrolled but did not attend were included. Information on the reasons learners left early was gathered by instructors, from the learners themselves, or from classmates still in the program. Reasons for leaving early were captured through one of fourteen options:

- Got a job: Learner left to take a job.
- Moved: Learner moved out of the program service area.
- Schedule conflict: Learner could not maintain the program schedule due to conflicts with work or family schedules.
- Transportation: Learner could not find, fund, or maintain adequate transportation to and from the instructional program.
- Child care: Learner left because of child care needs.
- Family: Learner left because of family needs other than child care.
- Own health problems: Learner left because of own health problem.
- Dependent's health problems: Learner left due to health problems of a family member.
- Lack of interest: Learner left due to a lack of interest in the program.
- Public safety: Learner left due to concern for personal safety, such as fear of riding the bus or walking through dangerous neighborhoods.
- Administratively separated: Learner was dismissed by the school administration for cause.
- Incarcerated: Learner was unable to continue participation due to being incarcerated. This does not apply to learners in corrections education or training.
- Other known reason: Learner reason for leaving the program was known, but does not fit in any of the categories above.
- Unknown reason: Learner left for a reason unknown to the staff or classmates.

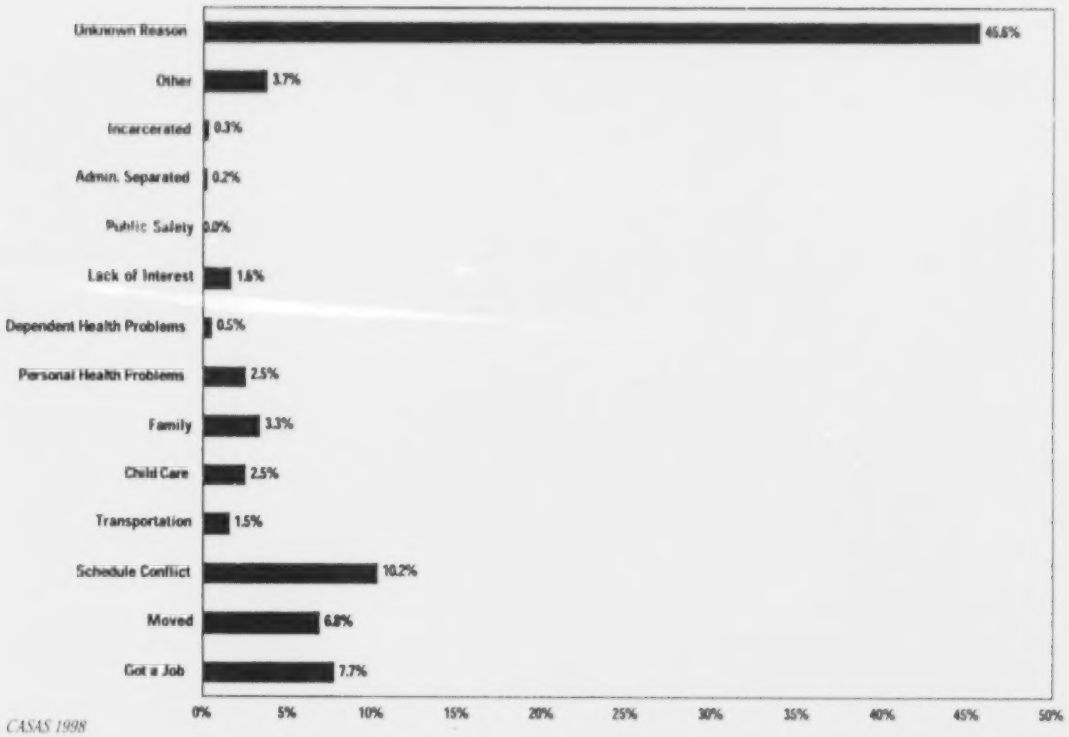
Respondents were instructed to mark only one reason for leaving early. However, after the data were received, it was apparent that a substantial number of individuals marked more than one reason. *It appears that many learners leave early for a multiplicity of reasons, not just a singular reason.* Rather than excluding their data from analysis, the decision was made to allow multiple marks for this field. Thus, the percentages reflect the number of times a particular category was selected by respondents as a reason for leaving early.

Reason for Leaving Early by Instructional Program

Of those who left their programs early, 45.6% did so for an unknown reason; that is, their instructors did not know why they had left. Of the remaining reasons, schedule conflicts (10.2%), employment acquisition (7.7%), and relocation out of the service area (6.8%) were the next most frequently cited for leaving early. See Figure 4.8 for percentages of endorsement of all other reasons for leaving among those learners who left their program early.

BEST COPY AVAILABLE

Figure 4.8 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion (1997-98) (N = 30,221)



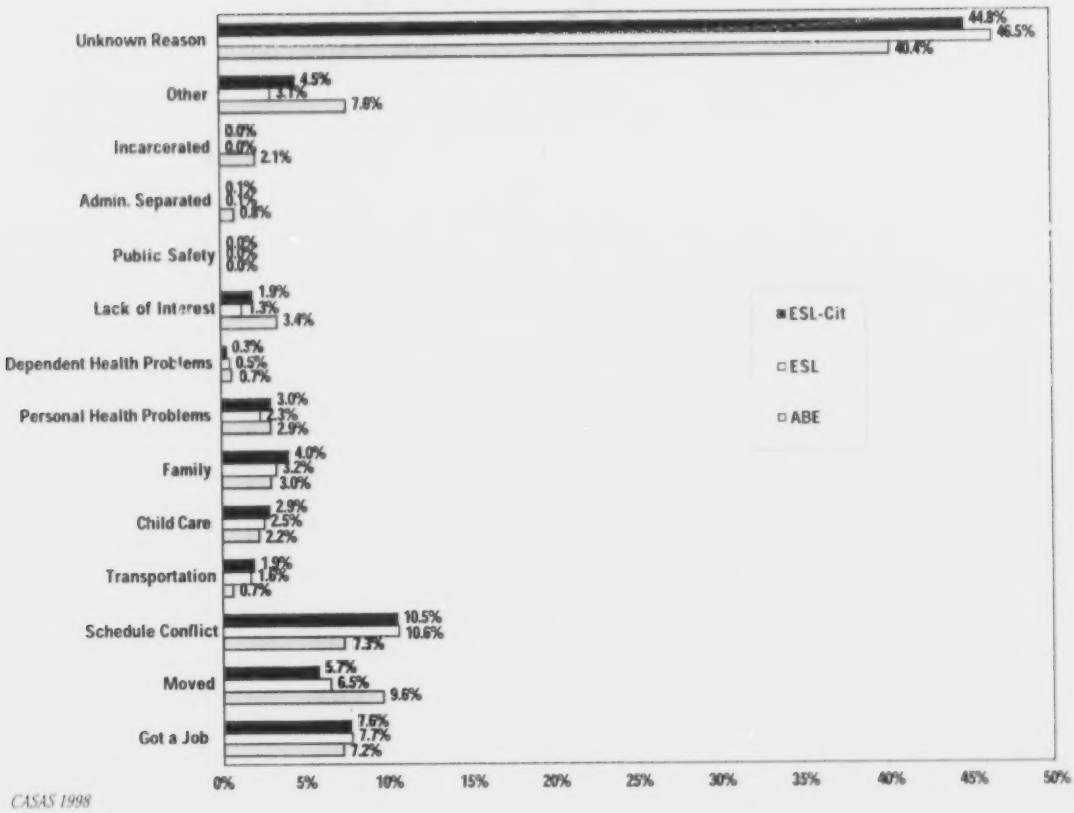
CASAS 1998

Similar to the overall findings regarding the reasons for early departure among program participants, the highest percentage of learners within each program left for a reason unknown to the instructor: ABE: 40.3%; ESL: 46.5%; and ESL-Citizenship: 44.8%. Further inspection of Figure 4.9 indicates the following:

- ABE learners presented the highest percentage of those indicating that they had moved from the program service area (9.6%) followed by ESL learners (6.5%) and ESL-Citizenship learners (5.7%).
- Scheduling conflicts were equally endorsed among ESL and ESL-Citizenship learners (10.6%) with fewer endorsements among ABE learners (7.3%).
- ABE learners were the only program participants reporting incarceration as a reason for leaving prior to program completion (2.1%).

BEST COPY AVAILABLE

Figure 4.9 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion Within Each Instructional Program (1997-98) (N = 30,221)



CASAS 1998

Reason for Leaving Early by Gender

Most learners who left before completing their instructional program did so for unknown reasons (males: 47.5%; females: 44.2%). Among males, schedule conflicts (11.9%) and employment acquisition (8.3%) were the most common reasons for leaving an instructional program before completion. Among females, schedule conflict was the most commonly known reason for leaving early (9.0%) followed by employment acquisition (7.2%). It is also interesting to note that nearly 10 times as many women left early due to child care problems than did men. See Table 4.3 for all other percentages (Highlighted cells indicate top three percentages).

BEST COPY AVAILABLE

Table 4.3 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Sex (1997-98)

	Sex			
	M (N=12,612)		F (N=17,452)	
	N	%	N	%
Got a Job	1,047	8.3	1,260	7.2
Moved	891	7.1	1,164	6.7
Schedule Conflict	1,504	11.9	1,565	9.0
Transportation	138	1.1	328	1.9
Child Care	55	0.4	705	4.0
Family Problems	197	1.6	790	4.5
Personal Health Problems	215	1.7	522	3.0
Dependent Health Problems	36	0.3	111	0.6
Lack of Interest	220	1.7	261	1.5
Public Safety	2	0.0	7	0.0
Administratively Separated	39	0.3	27	0.2
Incarcerated	54	0.4	24	0.1
Other Known Reason	494	3.9	626	3.6
Unknown	5,996	47.5	7,720	44.2

CASAS 1998

Reason for Leaving Early by Age

Age group comparisons were also conducted to identify patterns of barriers (if any) that might lead to early withdrawal for any particular age group. As seen in Table 4.4, the second and third most common barrier or reason for leaving early were conflicts with schedules (10.5% on average across age groups endorsed this barrier) and employment acquisition (8.9% on average across age groups endorsed this barrier). Not too surprising, among the 61 and older group, the two most frequently cited reasons for leaving early were personal health problems (10.1%) and moving out of the service area (10.1%). Learners in this age group would be expected to experience more health problems associated with aging as they would be more likely to relocate to nursing homes, family quarters, or other living arrangements possibly outside the service area.

Table 4.4 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Age (1997-98)

	Age													
	<18 N=292		18-20 N=2621		21-30 N=9920		31-40 N=7641		41-50 N=4097		51-60 N=1724		>60 N=1431	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	20	6.8	209	8.0	841	8.5	616	8.1	334	8.2	106	6.1	18	1.3
Moved	20	6.8	204	7.8	695	7.0	494	6.5	261	6.4	127	7.4	144	10.1
Schedule Conflict	25	8.6	227	8.7	1,083	10.9	846	11.1	434	10.6	175	10.2	69	4.8
Transportation	6	2.1	47	1.8	143	1.4	96	1.3	76	1.9	35	2.0	33	2.3
Child Care	5	1.7	38	1.4	271	2.7	280	3.7	77	1.9	20	1.2	23	1.6
Family Problems	5	1.7	52	2.0	271	2.7	258	3.4	171	4.2	81	4.7	69	4.8
Personal Health Problems	3	1.0	31	1.2	121	1.2	144	1.9	147	3.6	90	5.2	144	10.1
Dependent Health Problems	1	0.3	2	0.1	31	0.3	38	0.5	22	0.5	23	1.3	21	1.5
Lack of Interest	7	2.4	50	1.9	154	1.6	129	1.7	67	1.6	20	1.2	24	1.7
Public Safety	0	0.0	1	0.0	3	0.0	3	0.0	2	0.0	0	0.0	2	0.1
Administratively Separated	1	0.3	15	0.6	11	0.1	19	0.2	14	0.3	2	0.1	0	0.0
Incarcerated	0	0.0	27	1.0	31	0.3	31	0.4	7	0.2	1	0.1	0	0.0
Other Known Reason	14	4.8	97	3.7	368	3.7	282	3.7	145	3.5	68	3.9	72	5.0

CASAS 1998

BEST COPY AVAILABLE

Learner Profile of the Local Testing Population: How Well Does the Local Testing Population Represent the Total Local Population?

Chapter Five discusses learner characteristics of the local testing population. Each year a sample of local agencies is selected and required to administer CASAS pretests and post-tests to learners to measure learning gains. Data regarding gender, ethnic background, native language, age, years of education, and highest degree earned are presented in this chapter. Additional data comparing the local testing population to the local agency population can be found in Appendix E.

Data Highlights

- Sample data from testing agencies were included for a total of 94,914 learners enrolled in 129 local agencies.
- The sex and age percentages for the local testing population did not vary greater than 1% from the local agency population in any one category.
- The highest degree earned percentages for the local testing population did not vary greater than 2% from the local agency population in any one category.
- The ethnic categories and the years of education for the local testing population did not vary greater than 3% from the local agency population in any one category.
- The testing sample did not differ from the local population on other key variables including primary reason for enrollment, learner progress, and learner results.
- Based on the results of the comparative analyses, the local testing population was determined to be representative of the local agency population.

REPRESENTATIVENESS OF THE LOCAL TESTING POPULATION

Sampling Procedure

A stratified sample of local agencies who were funded for the 1996-97 fiscal year were selected and required to administer CASAS pretests and post-tests. The sampling agencies are selected from the local agencies using the following protocol:

1. Each ABE 321/326 local agency is categorized into one of six local agency provider types: adult school, community college, community-based organization, library literacy program, county office of education, or jail program.
2. Within each provider type, the 10% largest agencies based on HHUs (Hundred Hour Units) are automatically assigned to be a testing agency.
3. Within each provider type, the remaining agencies are assigned a computer-generated, random number.
4. Within each provider type, one third of the numbers are randomly selected using a computer program, and these agencies are designated as testing agencies.

A detailed listing of the agencies included in the 1997-98 sample of local testing agencies is contained in Appendix A.

Program Information

Sample data from testing agencies were included for a total of 94,914 learners enrolled in 122 local agencies, which represents 62% of learners in the local agency population. Table 5.1 presents the testing population by provider type.

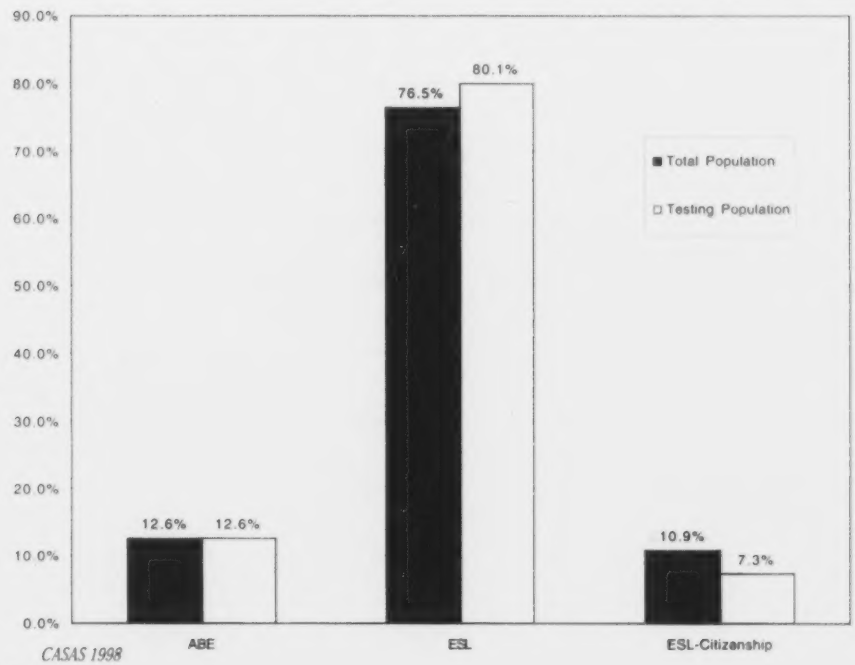
Table 5.1 – Local Testing Population
Provider Type (1997-98)

Provider Type	N	Percent
Adult Schools	77,834	81.9
Community Colleges	13,672	14.4
Community-based Organizations	1,476	1.6
Library Literacy Programs	540	.6
County Offices of Education	1,392	1.5

* *Testing information for learners in the jail programs was included in the adult school provider type.*
CASAS 1998

Figure 5.1 presents the percentage of learners in each of the three instructional programs for the testing population. Of the 94,914 learners indicating an instructional program, a total of 11,965 learners (12.6%) were in ABE, 75,981 learners (80.1%) were in ESL, and 6,968 learners (7.3%) were in ESL-Citizenship. These percentages compare favorably to the local agency population whose learners were distributed as follows: 12.6% ABE, 76.5% ESL, and 10.9% ESL-Citizenship.

Figure 5.1 – Local Testing and Total Local Population
Distributions of Learners by Instructional Program (1997-98)
(Local Testing: N = 94,914; Total Local: N=149,221)



CASAS 1998

BEST COPY AVAILABLE

Comparisons of the instructional levels for testing agencies with the levels seen in the local agency population are also contained in Appendix E, Table E1.

In order to demonstrate that the respondents in the testing sample adequately represent the total local population, comparisons across key demographic variables were conducted. These comparisons were performed to provide evidence supporting the generalizability of findings and conclusions. In other words, observations and conclusions based on the 94,914 respondents in the testing sample are more easily and appropriately generalized or extrapolated to the total population (N=149,221) if it can be shown that the two groups share key demographic characteristics.

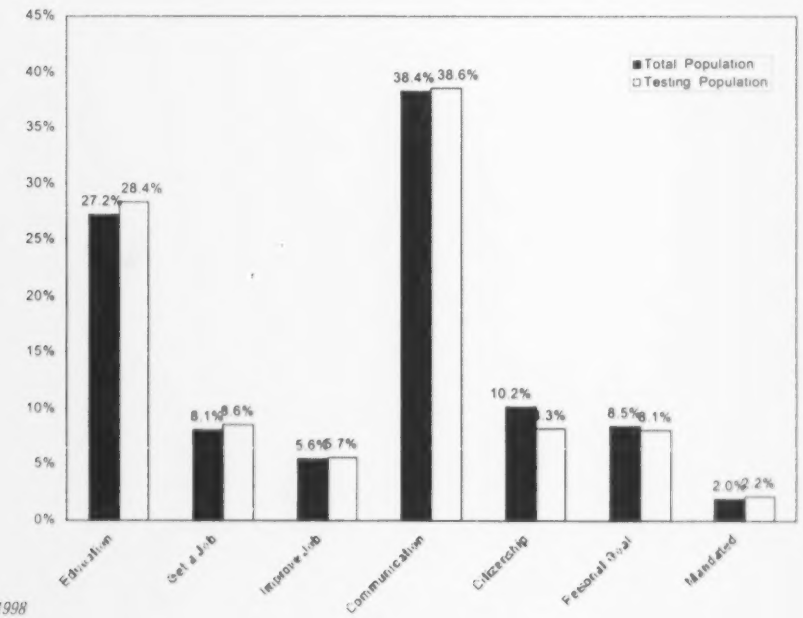
Demographics

The sex and age percentages for the testing agencies did not vary greater than 1% from the local agency population in any one category (see Table E2, Appendix E). In addition, percentages within each category of highest degree earned varied less than 2% between the two groups (see Table E3, Appendix E). The ethnicity and years of education variables were also very similar with no two categories varying more than three percentage points (see Tables E4 and E5, Appendix E). Lastly, the native language variable demonstrated the highest percentage discrepancies with categories differing by only 5% at most. (see Table E6 in Appendix E). Given this remarkable consistency, CASAS determined that the demographics among the testing agency learners were representative of the local agency population.

Reasons for Enrollment, Learner Progress, and Learner Results

In addition to demographic comparisons, other important characteristics such as primary reasons for enrollment, learner progress, and learner results were also assessed. As can be seen in Figure 5.2, no two categories differed by more than 2% regarding learners' primary reason for enrollment.

Figure 5.2 – Percentage of Learners in Each Population Reporting Their Primary Reason for Enrollment (1997-98)



CASAS 1998

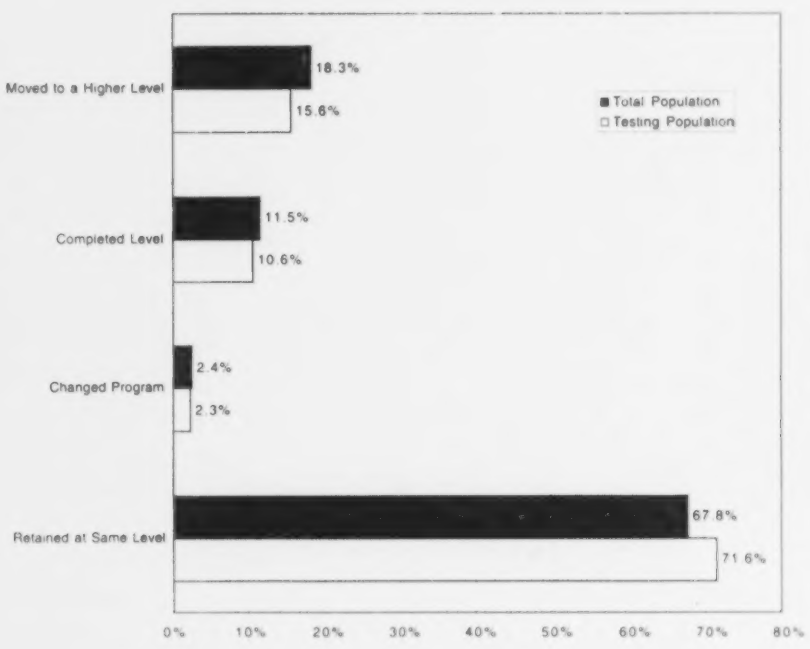
BEST COPY AVAILABLE

As mentioned in previous chapters, learner progress data are analyzed for those learners who remained in an instructional program at the time of completing the Student Update Record. The four possible responses that are used to determine Learner Progress:

- Retained in program at same level
- Changed program
- Completed level/course
- Moved to a higher level

Figure 5.3 demonstrates that both populations are comparable in terms of overall student progress. Lower percentages of learners in the testing population were evidenced in three of the four progress categories with the largest discrepancy only 2.8%. Roughly, 3.8% more learners in the testing population were retained at the same level of instruction at update.

Figure 5.3 – Percentage of Learners In Each Population at Various Levels of Progress (1997-98) (Total Population: N = 81,757; Testing Population: N = 53,206)

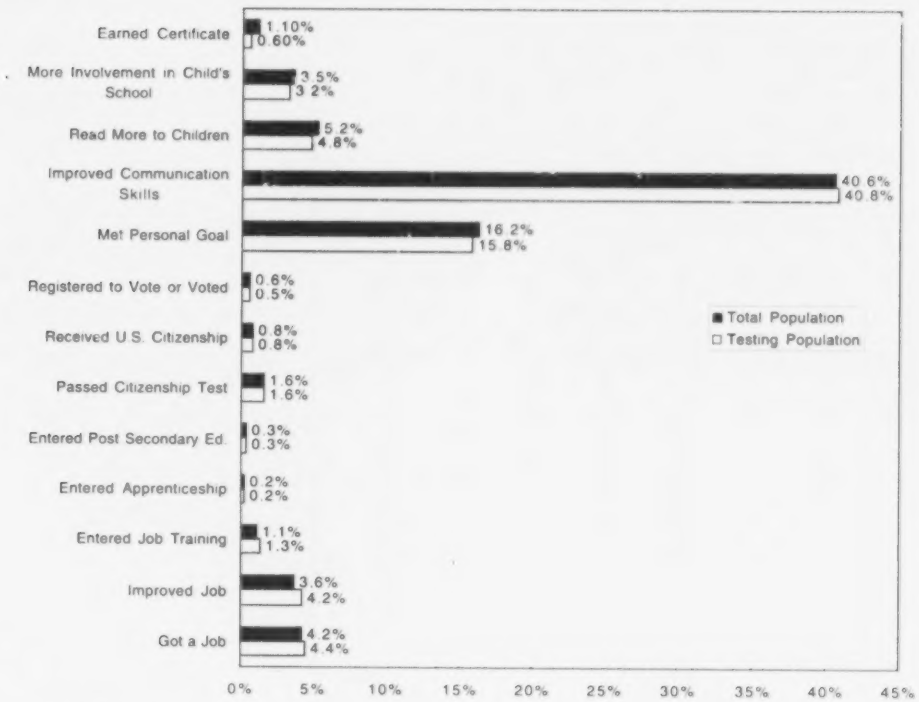


CASAS 1998

BEST COPY AVAILABLE

Learner results data were collected to document changes that occurred for learners during the instructional time period. As mentioned in the previous chapter, learner results were conceptualized as experiences that were realized by learners during the period of instruction. Remarkably, 12 of 13 possible experiences differed by less than 1% of learners indicating a very high level of representativeness (See Figure 5.4).

Figure 5.4 – Percentage of Learners In Each Population Who Experienced a Particular Outcome During the Instructional Period (1997-98) (Total Population: N = 149,221; Testing Population: N = 94,914)



CASAS 1998

BEST COPY AVAILABLE

Chapter 6

Test Scores and Learner Gains for the Local Testing Population: What Improvement Was Seen in Learners?

Chapter Six provides information about test scores and learning gains in California's ABE 321/326 programs. The chapter is based on data from the local testing population, that is, those agencies that were selected and required to administer CASAS pretests and post-tests to students to measure learning gains. Learning gains were measured after 75 to 120 hours of instruction, and were computed as the difference in learners' scores on a CASAS pre- and post-test.

Data Highlights

- Reading pretest scores were compiled from an overall sample of 37,589 learners: 4,743 ABE, 30,166 ESL, and 2,680 ESL-Citizenship.
- Overall mean reading pretest scores were 222.7 for ABE learners, 210.6 for ESL learners, and 206.4 for ESL Citizenship learners.
- ESL-Citizenship learners demonstrated the lowest skill levels at program entry with 58% scoring 210 or below.
- ESL-Citizenship learners produced the highest average reading gain (6.1 points), followed by ESL learners (5.4 points) and ABE learners (4.1 points).
- Average ESL learner listening gain was 3.1 points on the CASAS scale.
- Adult schools and CCDs served higher-scoring ABE students on the reading pretest at program entry.

TEST SCORES AND LEARNING GAINS

Pretest Scores

As part of the process used to monitor learning gains in California's ABE 321/326 adult education programs, a sample of learners was pretested during the first month of the fall semester. CASAS reading, listening, or math survey achievement tests were administered to assess learners' abilities to apply basic skills in a functional context. In some agencies, learners were assessed in more than one of these skill areas. Learners in the ABE 321/326 program were later post-tested after 75 to 120 hours of instruction. Learners' pretest scores were then used in combination with post-test scores to compute learning gains.

CASAS Scores

Test results were reported using CASAS scaled scores. The California State Plan identifies a CASAS scaled score of 230 as the established literacy benchmark for learners in adult education programs. Adult education programs receive supplementary ABE 321/326 funding to serve only those who score below a 230 on the pretest. Learners with a score of 230 and above are able to perform in routine work and social situations and are able to benefit from instruction in high school or GED level programs. Learners who scored 230 or above, and are therefore not a part of the federally-funded ABE 321/326 program, were not included in any of the learning gains or goal attainment analyses.

Reading Pretest Performance

Learners were tested primarily in reading, but ABE programs did have the option to give either reading or math tests, depending on the instructional focus. Under statewide guidelines, ESL learners were administered a reading test, a listening test, or both.

Reading pretest scores were compiled from an overall sample of 37,589 learners: 4,743 ABE, 30,166 ESL, and 2,680 ESL-Citizenship. The mean reading pretest score among ABE learners was 222.7, for ESL learners it was 210.6, and for ESL-Citizenship learners it was 206.4. Table 6.1 illustrates mean reading pretest scores for each of the three instructional programs.

Table 6.1 – Mean Reading Pretest Scores Across Each Instructional Program for the 1997-98 Testing Population

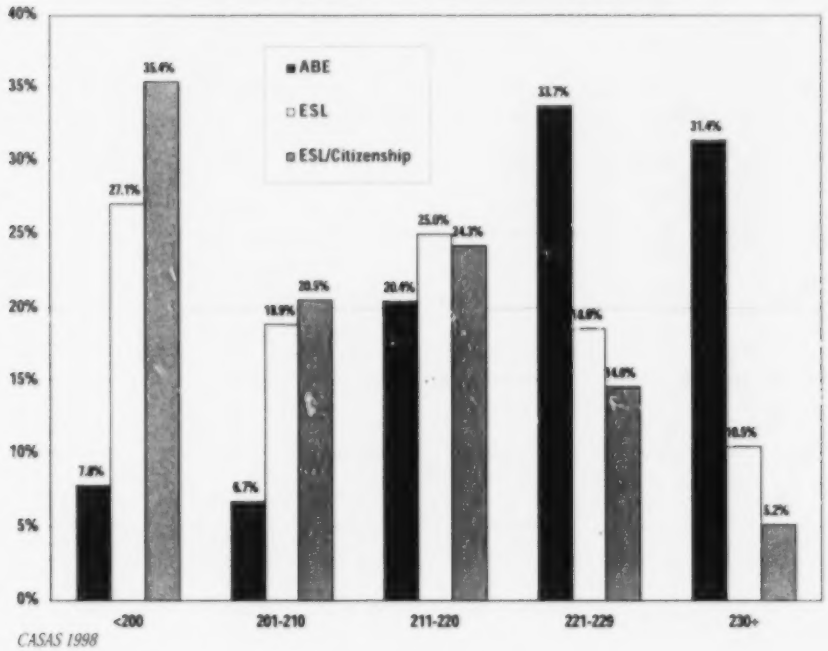
Score Range	Mean Score	N	%
ABE			
<200	188.4	368	7.8%
201-210	205.9	317	6.7%
211-220	216.4	969	20.4%
221-229	225.0	1600	33.7%
230+	236.3	1489	31.4%
ABE Overall	222.7	4743	100.0%
ESL			
<200	189.5	8168	27.1%
201-210	205.4	5687	18.9%
211-220	215.9	7551	25.0%
221-229	224.7	5605	18.6%
230+	236.3	3155	10.5%
ESL Overall	210.5	30166	100.0%
ESL /Citizenship			
<200	189.0	950	35.4%
201-210	205.2	550	20.5%
211-220	215.5	650	24.3%
221-229	224.4	391	14.6%
230+	235.5	139	5.2%
ESL /Citizenship Overall	206.3	2680	100.0%

CASAS 1998

The mean reading pretest score for ABE learners suggests that learners would, on average, be able to handle basic reading, writing, and communication tasks; however, more complex literacy tasks including technical writing, interpreting complex charts, or following multi-step procedures would prove too difficult. Scores for the ESL learners, and especially the ESL-Citizenship learners, suggest that these individuals would, on average, have difficulty interpreting most job-related material.

Looking at the distribution of learners within each score range one can determine differences in skill levels across each instructional program at the time of program entry (See Figure 6.1). Slightly more than 87% of all learners fell below the benchmark 230 in reading. Not surprising, the percent scoring below this benchmark varied across instructional program: 68.6% of ABE learners, 89.5% of ESL learners, and 94.8% of ESL-Citizenship learners. Further inspection of Figure 6.1 confirms that ABE learners demonstrated the highest skill levels at program entry with the lowest percentage of learners scoring below 210 on the pretest: 14.4% of ABE learners, 45.9% of ESL learners, and more than half (56%) of ESL-Citizenship learners. It is likely that learners scoring above the 230 benchmark on the reading test were administered another skill test (such as math) and they scored below 230 in the other skill area. Learners who score below the 230 benchmark in any skill area are eligible for ABE 321/326 funding.

Figure 6.1 – Comparison of Mean Reading Pretest Scores Across Instructional Programs for the 1997-98 Testing Population



CASAS 1998

Math Pretest Performance

Math pretest scores were compiled from a total of 439 ABE learners. Learners who took the CASAS math assessment scored an average of 216.4 (mean). The highest percentage of learners (31.2%) scored between 211 and 220, while 30.8% scored 210 or below. Table 6.2 illustrates mean math pretest scores at various levels of the CASAS scale.

Table 6.2 – Mean Math Pretest Scores at Various Levels of the CASAS Scale for the 1997-98 ABE Testing Population

Scoring Range	Mean Score	N	%
<200	193.6	45	10.3%
201-210	206.4	90	20.5%
211-220	216.2	137	31.2%
221-229	224.5	112	25.5%
230+	235.0	56	12.5%
ABE All	216.3	439	100.0%

CASAS 1998

BEST COPY AVAILABLE

Listening Pretest Performance

Listening pretest scores were compiled from a total of 5,963 learners, of which 5,796 were ESL and 167 were ESL-Citizenship. The overall average listening pretest score among ESL learners was 205.4, while the ESL-Citizenship learners scored slightly lower with a mean of 204.7. Among ESL learners, a total of 66.7% scored at or below the Beginning and Low Intermediate levels based on their pretest scores. Similarly, 65.2% of ESL-Citizenship learners scored in these same regions. See Table 6.3 for all other comparisons.

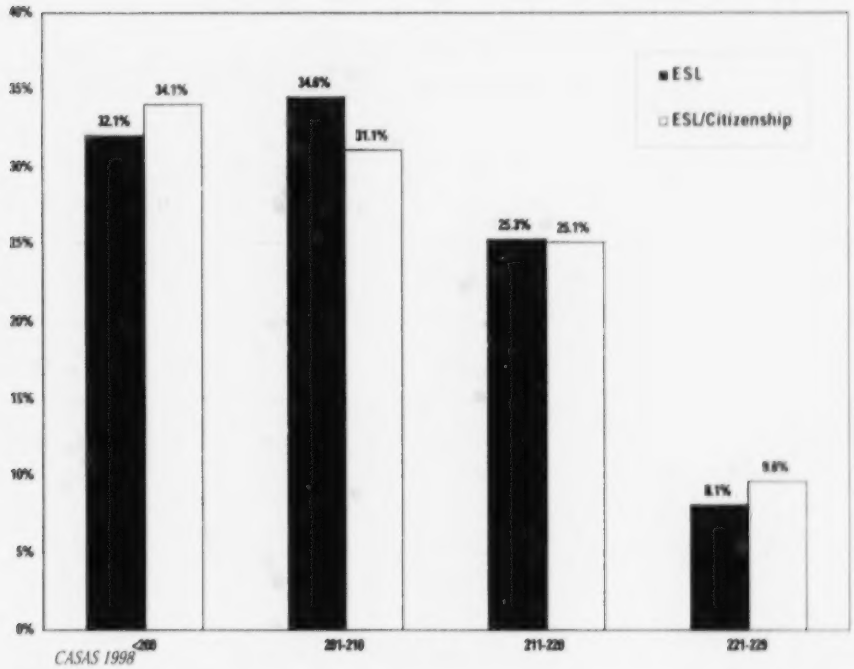
Table 6.3 – Mean Listening Pretest Scores at Various Levels of the CASAS Scale for the 1997-98 ESL and ESL-Citizenship Testing Population

Score Range	Mean Score	N	%
ESL			
<200	192.6	1,858	32.1%
201-210	205.6	2,005	34.6%
211-220	215.1	1,464	25.3%
221-229	223.4	469	8.1%
ESL Overall	205.3	5,796	100.0%
ESL/Citizenship			
<200	191.7	57	34.1%
201-210	205.2	52	31.1%
211-220	214.9	42	25.1%
221-229	221.9	16	9.6%
ESL/Citizenship Overall	204.6	167	100.0%

CASAS 1998

Among ESL learners, the highest percentage (34.6%) scored between 201 and 210. This differed somewhat from ESL-Citizenship learners who presented scores at or below 200 more frequently (34.1%) than any other category. Overall, the two groups of learners did not evidence any marked differences in score distribution especially at the higher end (see Figure 6.2).

Figure 6.2 – Comparison of Mean Listening Pretest Scores for the 1997-98 ESL and ESL-Citizenship Testing Population



ESL mean listening scores have continued to increase during the years 1992-93 to 1997-98, from 200.2 in 1992-93 to 205.4 in 1997-98. Among ESL-Citizenship learners, higher pretest listening scores are evidenced this year as compared to 1996-97 (204.7 vs. 202.7). While this suggests that learners are entering ESL-Citizenship programs with higher listening skills, more than a third are still entering at or below the beginning level (<200).

Learning Gains

Learning gains were computed as the difference between learners' scores on the pretest and the post-test after 75 to 120 hours of instruction. For example, if a group of learners scored a mean of 200 on the reading pretest and a mean of 205 on the post-test, their mean gain would be five points.

Reading Learning Gains

From the 37,589 learners who were pretested, 8,970 (23.9%) provided usable post-test data that was included in the following analyses. While this may seem like a relatively low proportion of usable protocols, it should be noted that only those learners who remained in their program for a minimum of 75 hours and who could be matched on personal demographic data were included in the analyses.*

BEST COPY AVAILABLE

*Note: Pre- and post-tests were matched using learner-provided information including learner indentification number. In many instances, this information was either missing or was inconsistent from pre- to post-test.

Differences in reading learning gains between pre- and post-test were evidenced across program type. ESL Citizenship learners presented the highest average reading gain (6.1 points), followed by ESL learners (5.4 points), and lastly, ABE learners (4.1 points). This relationship reflects a pattern just opposite of the pretest score distribution as illustrated in Figure 6.1. At the time of pretest, ESL-Citizenship learners presented the lowest level of performance and consequently had the furthest to develop. Conversely, ABE students presented the highest pretest scores possibly inducing a ceiling effect on scores at post-test. This is consistent with the pattern of learning gains seen across program type (See Table 6.4).

Table 6.4 – Mean Reading Learning Gains Across and Within Program Type (1997-98)

Range	Pre-Test	Mean Learning Gains	N	%
ABE				
<200	189.9	6.1	44	8.6%
201-210	205.9	7.5	52	10.2%
211-220	216.2	5.1	170	33.2%
221-229	224.6	2.3	246	48.0%
ABE Overall	216.9	4.1	512	100.0%
ESL				
<200	189.9	9.2	2,083	26.7%
201-210	205.5	5.5	1,714	21.9%
211-220	215.9	4.0	2,324	29.7%
221-229	224.7	2.2	1,685	21.6%
ESL Overall	208.6	5.3	7,806	100.0%
ESL/Citizenship				
<200	188.9	9.2	232	35.6%
201-210	205.0	5.6	134	20.5%
211-220	215.4	4.6	173	26.5%
221-229	224.3	2.3	113	17.3%
ESL/Citizenship Overall	205.4	6.1	652	100.0%

CASAS 1998

A comparison of learner gains at each pretest score level shows that, in general, the lower the learners' pretest scores, the greater the average gain after 75 to 120 hours of instruction. ABE learners' gains ranged from an average of 2.3 points for learners' at the 221-229 pretest level to 7.6 points for learners' at the 201-210 level. Among ESL learners, average gains ranged from 2.3 points at the 221-229 pretest level to 9.2 points for learners scoring at or below 200 on the pretest. ESL-Citizenship learners presented an identical pattern of reading gains as ESL learners as can be seen in Table 6.4.

At each pretest score range, and for all the score ranges combined, ESL learners with seven or more years of education presented higher average reading learning gains than did those with six or fewer years of education. In all but one case (learners scoring between 221-229), learners with six or fewer years of education presented lower average learning gains than those with seven or more, years of formal education (See Table 6.5).

BEST COPY AVAILABLE

Table 6.5 – Mean Reading Learning Gains by Years of Education For ESL and ESL-Citizenship Learners (1997-98)

	< 6 Years			> 7 Years		
Score Range Pre-Test	Learning Gains	N	%	Learning Gains	N	%
ESL						
<200	7.6	1,101	47%	11.2	972	18%
201-210	4.2	531	22%	6.1	1,170	22%
211-220	2.5	511	22%	4.5	1,797	33%
221-229	1.5	221	9%	2.4	1,458	27%
ESL Overall	**5.2**	**2,364**	**100%**	5.4	5,397	100%
ESL/Citizenship						
<200	8.5	148	53%	10.4	81	22%
201-210	3.5	44	16%	6.8	89	24%
211-220	4.2	51	18%	4.8	122	33%
221-229	2.8	34	12%	2.4	78	21%
ESL/Citizenship Overall	**6.2**	**277**	**100%**	**6.0**	**370**	**100%**

CASAS 1998

ESL Listening Learning Gains

Listening learning gains were calculated for learners in the ESL sample. Overall average gain after 75 to 120 hours of instruction was 3.1 points on the CASAS scale (See Table 6.6).

Table 6.6 – Average Listening Learning Gains for ESL Learners (1997-98)

Score Range	Mean Pre-Test Score	Mean Learning Gains	N	%
ESL				
<200	191.9	6.2	754	36%
201-210	205.6	2.3	753	36%
211-220	214.9	0.5	451	22%
221-229	223.3	-0.9	133	6%
ESL Overall	**203.8**	**3.1**	**2,091**	**100%**

CASAS 1998

Learning Gains Over Time

ABE reading gains have, on average, risen between the years 1993 and 1996, increasing from 4.1 points to 5.5 points on the CASAS scale. Interestingly, this year's (1997-98) reading gains among ABE learners show more overall similarity to those obtained in 1993-94 and especially at the upper end of the scale (scores between 221-229). See Table 6.7 for all other comparisons.

Table 6.7– Mean Reading Learning Gains for the ABE Sample (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-1998	
Score at Pre-Test Range	Score	N	Score	N	Score	N	Score	N	Score	N
Below 200										
Pre-Test	192.8	37	188.6	62	191.8	71	181.6	134	189.9	44
Post-Test	201.8	37	197.4	62	200.2	71	190.9	134	196.1	44
Gain	8.9	37	8.8	62	8.4	71	9.3	134	6.1	44
201-210										
Pre-Test	206.9	72	206.9	51	206.9	63	206.5	80	206.9	52
Post-Test	211.3	72	212.5	51	213.3	63	211.6	80	213.5	52
Gain	5.4	72	6.5	51	6.4	63	6.0	80	7.5	52
211-220										
Pre-Test	216.1	182	216.1	160	216	251	216.6	271	216.2	170
Post-Test	220.6	182	220.9	160	221.1	251	221.6	271	221.3	170
Gain	4.5	182	4.8	160	5.1	251	5.0	271	2.3	170
221-229										
Pre-Test	225.3	203	225.2	203	224.9	300	225	458	224.6	246
Post-Test	227.8	203	228.4	203	228.9	300	229.6	458	226.9	246
Gain	2.5	203	3.2	203	4	300	4.6	458	2.3	246
ABE Overall										
Pre-Test	216.6	494	215.1	459	216.6	685	214.7	943	216.9	512
Post-Test	220.8	494	220.1	459	221.6	685	220.3	943	221	512
Gain	4.1	494	5.0	459	5.1	685	5.5	943	4.1	512

CASAS 1998

Average reading gains among ESL learners have either decreased or leveled off with the exception of those scoring between 181-190 and 191-200 on the CASAS scale. Average reading gains increased in these categories (1.5 points and .7 points respectively). See Table 6.8 for all other comparisons.

Table 6.8– Mean Reading Learning Gains for the ESL Sample (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-1998	
Score at Pre-Test Range	Score	N	Score	N	Score	N	Score	N	Score	N
165-180										
Pre-Test	*	7	*	13	173.7	302	17.3	327	172.6	341
Post-Test	*	7	*	13	190.2	302	189.3	327	187.0	341
Gain	*	7	*	13	16.5	302	16.0	327	14.4	341
181-190										
Pre-Test	*	6	*	18	186.9	557	186.7	526	186.6	525
Post-Test	*	6	*	18	199.5	557	195.4	526	196.1	525
Gain	*	6	*	18	12.6	557	8.7	526	9.4	525
191-200										
Pre-Test	*	28	196.4	31	196.0	1,364	196.2	1,197	196.1	1,217
Post-Test	*	28	206.0	31	203.9	1,364	203.1	1,197	203.8	1,217
Gain	*	28	8.6	31	7.8	1,364	6.9	1,197	7.6	1,217
201-210										
Pre-Test	206.9	62	206.9	51	206.5	1,911	206.6	1,546	206.5	1,714
Post-Test	211.3	62	212.5	51	211.3	1,911	211.3	1,546	211.0	1,714
GAIN	5.4	62	6.5	51	5.8	1,911	5.8	1,546	5.5	1,714
211-220										
Pre-Test	216.1	146	216.1	153	215.8	2,479	215.8	2,216	215.9	2,324
Post-Test	220.6	146	221.2	153	221.5	2,479	220.3	2,216	219.9	2,324
Gain	4.5	146	5.1	153	5.7	2,479	4.4	2,216	2.3	2,324
221-220										
Pre-Test	225.3	120	225.3	193	224.5	1,674	224.6	1,811	224.7	1,685
Post-Test	227.8	120	228.5	193	227.9	1,674	227.3	1,811	227.0	1,685
Gain	2.5	120	3.2	193	3.3	1,674	2.7	1,811	2.2	1,685
ESL Overall										
Pre-Test	209.1	7,008	207.9	8,372	208.5	8,287	208.9	7,623	208.6	7,806
Post-Test	214.2	7,008	213.8	8,372	214.9	8,287	214.4	7,623	213.9	7,806
Gain	5.2	7,008	5.8	8,372	6.4	8,287	5.5	7,623	5.3	7,806

CASAS 1998 **Data not collected.*

Reading gains among ESL-Citizenship learners have increased over previous years for all learners with the exception of those at the lowest level (165-180). A 3.1 point average decrease was evidenced among learners scoring between 165-180 at pretest. Overall, ESL-Citizenship learners' average reading gain increased from 5.3 points last year to 6.1 points in 1997-98. See Table 6.9 for annual comparisons at all scoring levels.

Table 6.9– Mean Reading Learning Gains for the ESL-Citizenship Sample (1993-94 to 1997-98)

	1995-96		1996-97		1997-1998	
Score at Pre-Test Range	**Score**	**N**	**Score**	**N**	**Score**	**N**
165-180						
Pre-Test	*	23	173.3	79	171.1	39
Post-Test	*	23	187.6	79	182.3	39
Gain	*	23	14.3	79	11.2	39
181-190						
Pre-Test	186.2	50	186.5	106	186.8	70
Post-Test	197.3	50	196.9	106	196.7	70
Gain	11.1	50	9.4	106	9.9	70
191-200						
Pre-Test	196.2	114	196.0	215	195.8	123
Post-Test	202.1	114	202.0	215	203.9	123
Gain	5.9	114	5.9	215	8.0	123
201-210						
Pre-Test	205.9	179	206.3	248	205	134
Post-Test	211.8	179	210.4	248	210.6	134
GAIN	5.9	179	5.2	248	5.6	134
211-220						
Pre-Test	215.5	210	216.1	267	215.4	173
Post-Test	219.4	210	219.6	267	220.1	173
Gain	3.9	210	3.5	267	4.6	173
221-220						
Pre-Test	224.2	105	224.6	235	224.3	113
Post-Test	225.1	105	226.6	235	226.7	113
Gain	0.9	105	2.1	235	2.3	113
ESL-Citizenship Overall						
Pre-Test	207.6	681	206.1	1,150	205.4	652
Post-Test	212.9	681	211.4	1,150	211.4	652
Gain	5.3	681	5.3	1,150	6.6	652

CASAS 1998 * *Data not collected.*

BEST COPY AVAILABLE

Overall ESL Listening gains declined between 1993-94 and 1997-98, from 4.3 points on the CASAS scale to 3.1 points. Only those individuals scoring between 181-190, 211-220, and 221-229 evidenced an increase in mean listening gain from last year; learning gains for all other pretest score ranges either declined or remained relatively similar (see Table 6.10).

Table 6.10– Mean Listening Learning Gains for the ESL Sample (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
Score at Pre-Test Range	Score	N	Score	N	Score	N	Score	N	Score	N
165-180										
Pre-Test	176.4	66	175.1	93	175.7	83	174.9	39	174.5	52
Post-Test	187.5	66	189.6	93	188.7	83	188.5	39	186.3	52
Gain	11.1	66	14.6	93	13.0	83	13.5	39	11.7	52
181-190										
Pre-Test	186.1	195	186.0	244	186.0	271	185.7	125	186.3	210
Post-Test	193.5	195	192.9	244	193.7	271	192.8	125	194.1	210
Gain	7.5	195	6.9	244	7.7	271	7.1	125	7.7	210
191-200										
Pre-Test	195.6	363	195.5	524	195.6	612	195.3	234	196.0	492
Post-Test	200.3	363	200.5	524	200.8	612	200.5	234	201.0	492
Gain	4.6	363	5.0	524	5.2	612	5.1	234	4.90	492
201-210										
Pre-Test	205.2	356	205.1	587	205.5	745	205.6	270	205.6	753
Post-Test	207.1	356	207.3	587	208.6	745	207.9	270	207.9	753
GAIN	1.9	356	2.1	587	3.1	745	2.3	270	2.2	753
211-220										
Pre-Test	214.6	94	214.0	159	214.9	540	215.1	156	214.8	451
Post-Test	215.0	94	214.5	159	215.5	540	214.2	156	215.3	451
Gain	0.5	94	0.5	159	0.6	540	-0.9	156	0.4	451
221-220										
Pre-Test	*	*	*	12	223.8	207	223.1	67	223.2	133
Post-Test	*	*	*	12	221.8	207	221.3	67	222.3	133
Gain	*	*	*	12	-2	207	-1.9	67	-0.9	133
ESL Overall										
Pre-Test	197.5	1,073	198.4	1,619	203.5	2,458	201.7	891	203.8	2,091
Post-Test	201.8	1,073	202.7	1,619	207	2,458	205.1	891	206.9	2,091
Gain	4.3	1,073	4.3	1,619	3.5	2,458	3.3	891	3.0	2,091

CASAS 1998 * *Data not collected.*

BEST COPY AVAILABLE

Assessment Results by Provider Type

ABE 321/326 providers differed in the proportions of learners they served at various pretest score levels. Analyses were conducted across provider types for each of the three program types: ABE, ESL, and ESL-Citizenship.

School district adult schools and community college districts served ABE learners with the highest average reading pretest scores in 1997-98 (223.3 and 223.4, respectively). Library literacy providers served the lowest average scoring learners (mean = 213.7). Four-year comparisons can be seen in Table 6.11.

Table 6.11– Mean Reading Pretest Scores Across Provider Type for the ABE Sample (1993-94 to 1997-98)

	1993-994		1994-95		1995-96		1996-97		1997-98	
	Score	N	Score	N	Score	N	Score	N	Score	N
Adult	229.9	2,712	222.9	2,035	219.4	3,271	220.7	3,965	223.2	3,672
CCD	218.7	866	222.3	748	220.2	981	220.7	741	223.4	762
CBO	207.5	186	217.2	37	208.6	110	210.8	166	216.0	116
Library	210.2	80	213.3	73	213.8	78	215.3	150	213.7	193
Total	**867.0**	**3,863**	**875.0**	**2,893**	**862.0**	**4,440**	**868.0**	**5,022**	**876.0**	**5,619**

CASAS 1998

Among ESL learners, community college district and CBOs served learners with the highest pretest reading scores in 1997-98 (212.1 for both), while library literacy programs provided services to the lowest average scoring learners (196.3). Adult school providers served learners with a mean pretest reading score of 210.2 on the CASAS scale. While this pattern appears to significantly differ from previous years, caution should be exercised when interpreting these trends as a significant decrease in sample size occurred among CBO and library literacy providers (see Table 6.12).

Table 6.12– Mean Reading Pretest Scores Across Provider Type for the ESL Sample (1993-94 to 1997-98)

	1993-994		1994-95		1995-96		1996-97		1997-98	
	Score	N	Score	N	Score	N	Score	N	Score	N
Adult	210.1	18,074	209.0	19,106	209.2	21,185	209.9	21,978	210.2	24,129
CCD	212.0	4,439	211.3	4,752	210.9	5,736	211.4	4,816	212.0	6,015
CBO	207.9	336	212.8	151	206.7	451	210.1	217	212.1	7
Library	213.8	114	*	*	195.8	72	*	7	196.2	15
Total	**210.5**	**22,963**	**209.5**	**24,009**	**209.0**	**27,444**	**210.2**	**27,018**	**210.5**	**30,166**

CASAS 1998 * *Data not collected.*

BEST COPY AVAILABLE

The overall mean pretest listening score among ESL learners was 205.4 on the CASAS scale. Community college districts served the highest performing learners (mean pretest score = 208.5), followed by library literacy, adult school, and CBO providers (mean pretest scores = 204.7, 204.1, and 196.8, respectively). Again, caution should be exercised when interpreting these data as CBOs and library literacy providers were not strongly represented (see Table 6.13).

Table 6.13– Mean Listening Pretest Scores Across Provider Type for the ESL Sample (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
	Score	N	Score	N	Score	N	Score	N	Score	N
Adult	201.5	2,285	201.5	2,756	205.9	5,221	203.8	3,844	204.1	4,134
CCD	198.2	131	198.2	578	206.1	1,823	206.1	436	209.0	1,642
CBO	200.7	716	200.7	98	*	1	*	16	196.7	8
Library	*	*	*	*	*	2	*	14	206.0	12
Total	200.9	3,432	200.8	4,882	205.9	7,047	204	4,310	205.3	5,796

CASAS 1998 * *Data not collected*

Among ESL-Citizenship learners, the highest mean reading pretest scores were evidenced by those served by community colleges (208.8). Adult school providers served the second highest scoring learners with an average pretest score of 207.1, followed lastly by CBOs (mean = 200.6). Library literacy providers were dropped from the analysis due to a lack of data (N = 1). This pattern is consistent with 1995-96 and 1996-97 findings (see Table 6.14).

Table 6.14– Mean Reading Pretest Scores Across Provider Type for the ESL-Citizenship Sample (1995-96 to 1997-98)

	1995-96		1996-97		1997-98	
	Score	N	Score	N	Score	N
Adult	208.3	1,993	208.4	3,648	207.0	2,013
CCD	213.0	120	211.1	193	208.8	283
CBO	194.0	208	187.9	1,128	200.6	383
Library	*	*	*	1	188.0	1
Total	207.3	2,321	203.9	4,970	206.3	2,680

CASAS 1998 * *Data not collected*

Chapter 7

Program Services for the Total Population: What Program Characteristics Were Evidenced by Learners?

Chapter Seven provides information about program services in California's ABE 321/326 programs. Class questionnaire data were collected from a sample of classes in California ABE 321/326 programs – school district adult schools, community-college districts, community-based organizations, library literacy programs, CDC, and CDDS – during the census period of September 1 to October 17, 1997. Program service information includes the time of day classes met, the number of learners in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.

Data Highlights

- Sample data from 2,131 classes were included for analysis of program characteristics.
- An overall majority of classes (51.7%) were held in the morning followed by evening classes (36.9%) and lastly, afternoon classes (11.4%).
- ABE 321/326 classes averaged 21 learners per class.
- CCD programs had the highest class average (22) learners per class, followed by adult school programs (21).
- CDC programs evidenced the highest average weekly hours of instruction (29.6) followed by CDDS (18.4) and Adult Schools (12.3).
- The greatest emphasis of classroom instruction for ABE 321/326 programs overall was placed on general life skills.
- The majority (56.7%) of classes were held at adult schools; 11.4% were held at community colleges; 8.7% were held at correctional facilities; and 6% were held at high schools.

PROGRAM SERVICES

Classroom questionnaire data was compiled from a total of 2,131 instructors from the total enrollment population. Due to changes in the methods used to collect data from 1996-97 to 1997-98, this year's data will represent individual classes rather than learners as was done in previous years. In addition, only those agencies providing data on at least 20 classes will be included in the analyses. Data will be displayed across provider type using variables most appropriate for discussion.

Time of Day Class Met

Most ABE 321/326 classes were held during the morning (51.7%) or evening (36.9%) hours. A look at patterns of class meeting times within provider type shows that all providers held a majority of their classes in the morning (ranging from 41.3% to 96.0%). In addition, adult schools, CCDs, and CBOs were more likely than other providers to hold classes in the evening than in the afternoon. (See Table 7.1).

Table 7.1 – Percentage of Classes Within Each Provider Type Held at Different Times of the Day (1997-98) (N = 2,017)

	Morning	Afternoon	Evening
Adult School	45.1%	10.5%	44.3%
CCD	51.3%	15.4%	33.3%
CBO	41.3%	19.6%	39.1%
Lib/Lit	71.4%	14.3%	14.3%
CDC	96.0%	3.2%	80.0%
CDDC	83.2%	14.3%	2.5%

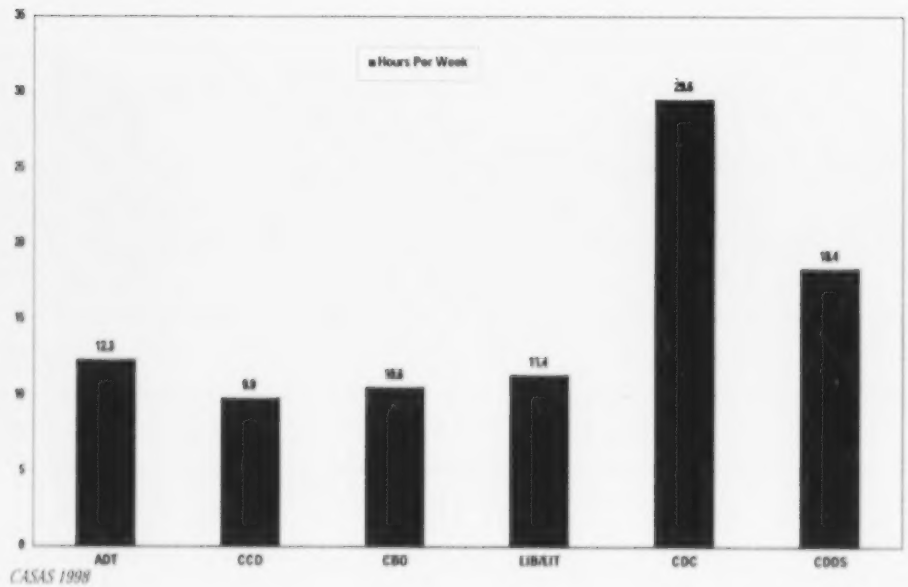
Class Size

Class size was determined by the number of learners in each class *at the time of post-test*. Among the 2,131 questionnaires, 1,925 provided class size information. Overall, ABE 321/326 classes averaged 21 learners. Average class size was also determined for six of the ten provider types. CCDs had the highest class average (22), followed by adult schools (21), CDC programs (20), library literacy programs (19), CBOs (14), and lastly, CDDS programs (13). The majority of library literacy programs provide one-on-one instruction to students. The average class size of 19 reported here represents the average class size of those library literacy programs who provide instruction in a classroom setting.

Weekly Hours of Instruction

Among the sample of instructors responding to the class questionnaire, 2,051 provided information regarding the number of hours classes met each week. On average, ABE 321/326 classes provided 13.4 hours of instruction per week. CDC programs indicated the most weekly instruction with an average of 29.6 hours. CDDS programs provided the second highest amount with 18.4 hours followed by adult schools (12.3 hrs.). Community college district programs reported the fewest hours of weekly instruction with an average of 9.9. See Figure 7.1 for all other comparisons.

Figure 7.1 – Average Hours of Weekly Instruction Across Provider Type Held at Different Times of the Day (1997-98) (N = 2,051)



CASAS 1998

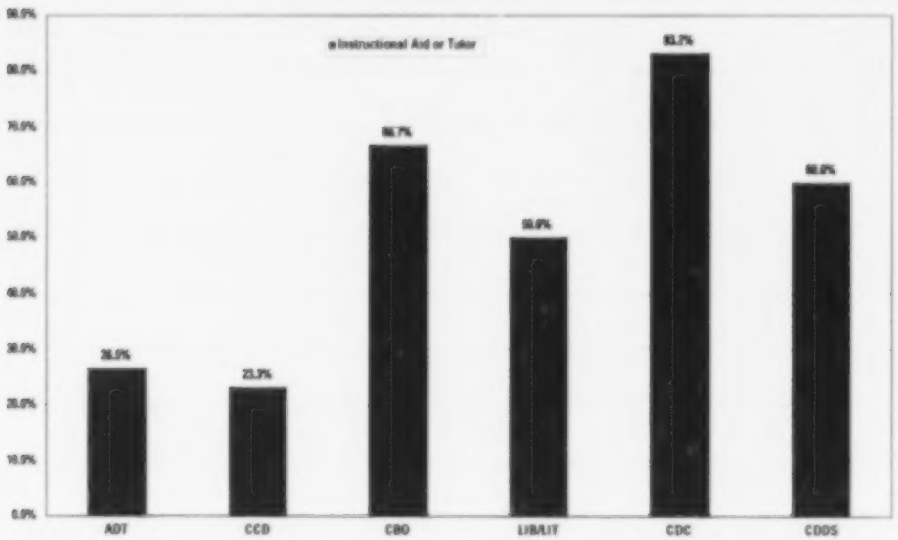
BEST COPY AVAILABLE

Classroom Support

Information regarding instructional support and the use of technology in the classroom was obtained from 2,059 respondents. Instructional support is operationalized as having a teacher's aide or tutor available to the class at least once a week. Instructional technology in the classroom is defined as learners using computers as part of the classroom experience. Lastly, information regarding Internet access was also obtained.

Overall, only one-third of all ABE 321/326 learners attended classes which utilized instructional aides or tutors. Among the various provider types, four of the six agencies (CBOs, Libraries, CDC, and CDDS) providing data reported at least 50% of their classes having instructional support. California Department of Corrections programs reported 83.2% of their classes having instructional support. This is more than three times the amount reported by adult school and CCD programs. See Figure 7.2 for comparisons across provider type.

Figure 7.2 – Percentage of Classes Within Each Provider Type Having Instructional Support (1997-98) (N = 2,059)



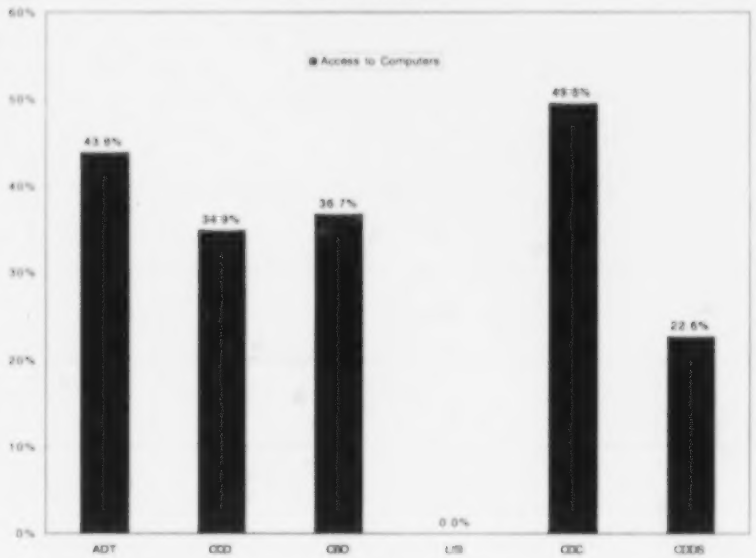
CASAS 1998

BEST COPY AVAILABLE

More than one third (41%) of all ABE 321/326 learners were in classes that used computers as part of the classroom learning experience. This represents a 3% increase from last year. Among those using computers as part of their class, 23% reported having Internet access. This represents a 17.4% increase from last year.

CDC instructors reported the highest percentage of classes (49.6%) utilizing computers as part of the learning experience. However, for security reasons, none of these classes is able to provide Internet access. Among the remaining providers that supplied data, all types with the exception of library literacy programs used computer technology in the classroom. See Figure 7.3 for comparisons across provider type.

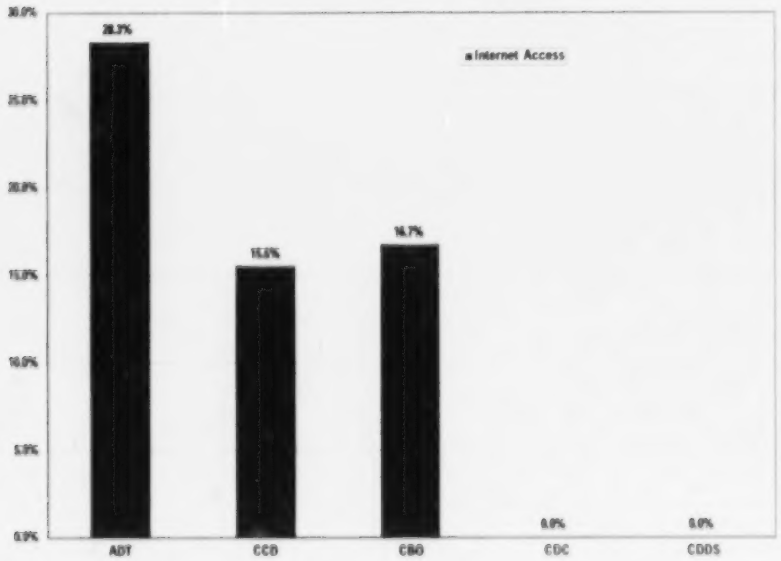
Figure 7.3 – Percentage of Classes Within Each Provider Type Using Computers as Part of the Learning Experience (1997-98) (N = 2,057)



CASAS 1998

Regarding Internet access, adult school instructors reported the highest percentage of classes (28.3%) having access to the Internet followed by CCDs (15.5%). Of those reporting computer technology use in the classroom, all but the state agencies (CDC and CDDS) reported some Internet access. See Figure 7.4 for all other comparisons.

Figure 7.4 – Percentage of Classes Within Each Provider Type Using Computers Having Internet Access (1997-98) (N = 835)

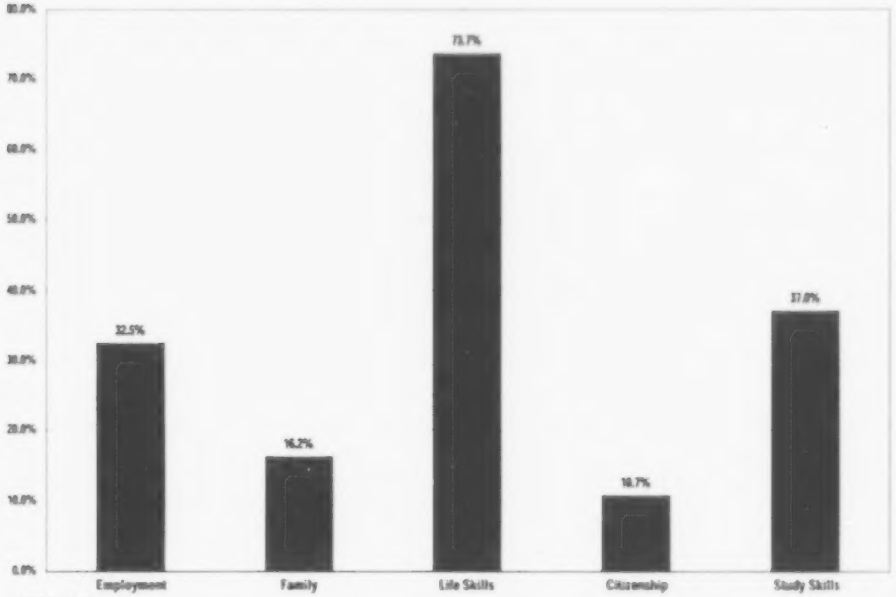


CASAS 1998

Emphasis of Classroom Instruction

Instructors were asked to rate the emphasis that was placed on each of five content areas during the instructional period. The content areas included: Employability/Workforce Literacy, Family Literacy, General Life Skills, Citizenship, and Learning to Learn/Study Skills. The greatest emphasis of classroom instruction for ABE 321/326 programs overall was general life skills. General life skills were given "major emphasis" 73.3% of the time to ABE 321/326 learners. See Figure 7.5 for comparisons across provider type.

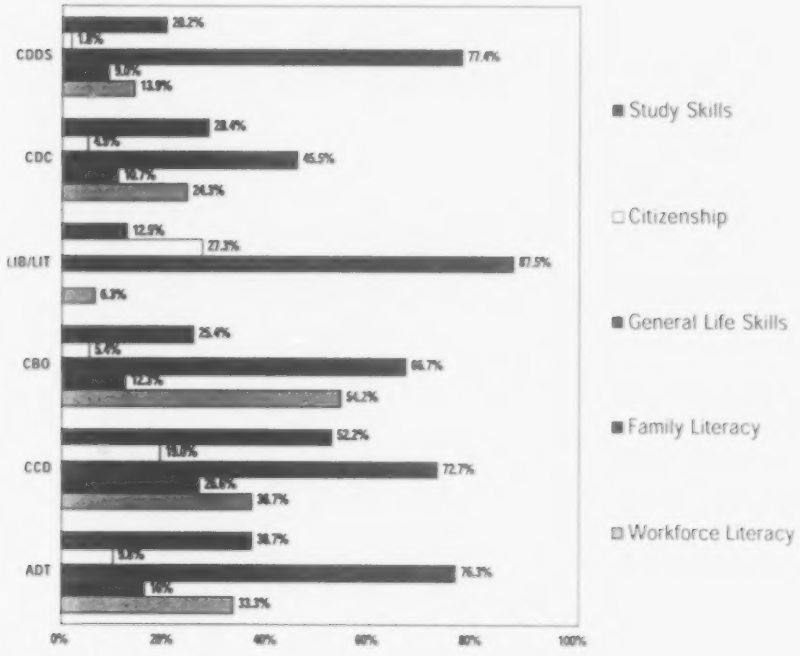
Figure 7.5 – Overall Percentage of Class Emphasis on Each of Five Content Areas (1997-98) (N=2,017)



CASAS 1998

General life skills were emphasized most in classes across all provider types. Community college district, adult school, CDDS, and library literacy programs all put a great deal of effort in teaching general life skills with percentages ranging from 72.7% to 87.5% of classes placing a "major emphasis" on these issues. See Figure 7.6 for all other comparisons across provider type regarding instructional emphasis.

Figure 7.6 – Percentage of Classes Placing a "Major Emphasis" on Each of Five Content Areas Across All Provider Types (1997-98)



CASAS 1998

Primary Instructional Setting

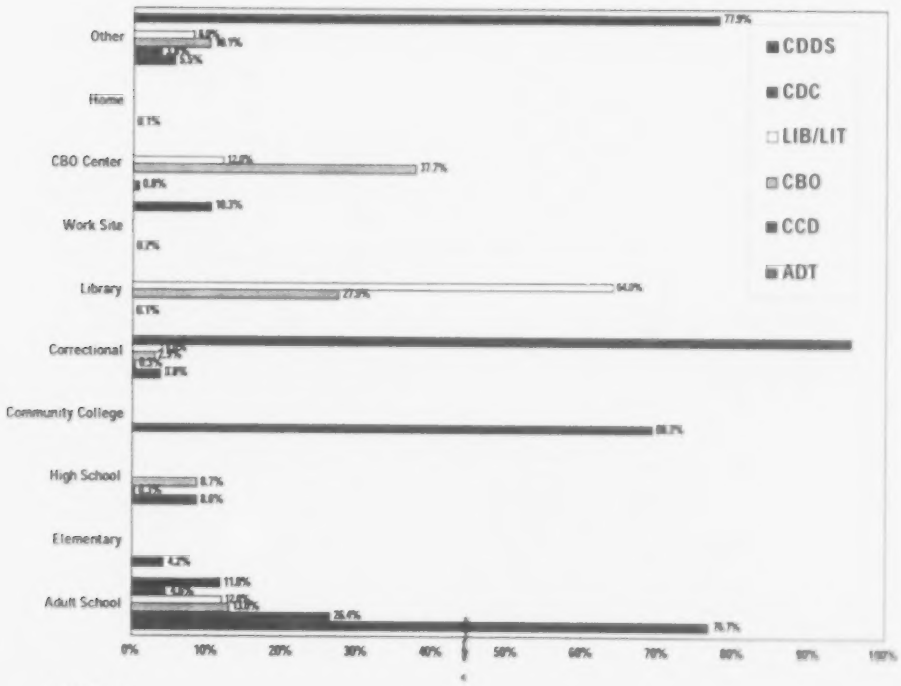
Nearly all (87.9%) ABE 321/326 programs were conducted in classrooms, although 9.4 percent received instruction in learning labs, through tutorial, or both. Library literacy programs held the lowest percentage (32.0%) of classes in classrooms indicating higher percentages of classes taught through tutorial or in a combined tutorial and learning lab setting (44% and 24% respectively).

BEST COPY AVAILABLE

Primary Physical Setting

The majority (56.7%) of classes were held at adult schools; 11.4% were held at community colleges; 8.7% were held at correctional facilities; and 6% were held at high schools. All providers held classes in settings consistent with the type of agency they represent. For example, library programs held a majority (64.0%) of their classes at libraries; adult school providers held a majority (76.7%) of their classes at adult schools, etc. See Figure 7.7 for a complete listing of class setting by provider type.

Figure 7.7 – Percentage of Classes Held in Various Settings Across Provider Type (1997-98)



CASAS 1998

BEST COPY AVAILABLE

What Was the Program, Learner, and Goal Attainment Information For the State Agency Population?

Chapter Eight provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).

Data Highlights

- Sample data representing 6,647 learners was provided by programs in 4 state agencies; California Department of Corrections, California Youth Authority, California Department of Developmental Services, and the California Conservation Corps.
- The majority (78.4%) of learners were enrolled in ABE programs and ESL programs (20.9%).
- More male learners (86.4%) were represented in state agency ABE 321/326 programs overall.
- The highest proportion (34.3%) of learners were between the ages of 21 and 30 , and Hispanic (49.1%).
- Education was the most frequently cited (48.4%) primary reason for enrollment among state agency learners.
- The majority of learners (63.6%) were retained at the same level of instruction after 75 to 120 hours of instruction.
- Improved communication skills was the most frequently noted (35.3%) result after 75 to 120 hours of instruction by state agency learners.
- Learners in state agency ABE programs averaged 224.6 on the CASAS reading assessment, compared to 222.7 in the local program sample.
- Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 5.1 points on the CASAS scale.

BACKGROUND

State Agencies

The state agencies included in this chapter receive ABE 321/326 funding to provide basic literacy and English as a Second Language services to the adults enrolled in their programs throughout the state. While funding is distributed to the sites by each state agency, each site is treated independently for data collection purposes.

The California Department of Corrections (CDC) has adult education programs in 32 state prisons, of which 25 submitted data. Inmate attendance in adult education is mandated by the CDC for those who are functioning below a ninth grade level.

The California Youth Authority (CYA) has programs in 12 state schools. The programs in these schools are designed for youth between the ages of 17 and 25 who have been sentenced by the courts. For most of these learners, attendance in the education program is mandatory. All of the 12 CYA schools participated in the data collection for 1997-98.

The California Conservation Corps (CCC) serves learners 18 to 23 years of age in employment and education programs in 15 camps and urban sites. Twelve of the sites contributed data for 1997-98.

The California Department of Developmental Services (CDDS) offer programs at nine sites, of which some are hospitals and others are developmental centers. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community-based organizations provide special education programs that focus on literacy, independent living, and employability. Data from individuals enrolled in classes serving learners with special needs will be discussed in Chapter 9.

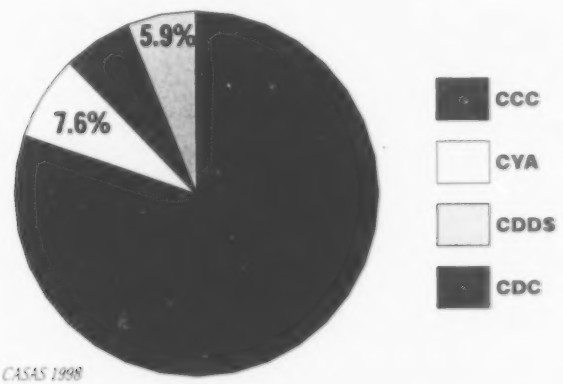
PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION

Program Information

Information on learners' instructional program was gathered on Entry Record forms. State agency ABE 321/326 programs provided information on a total of 6,647 learners. Of these, 78.4% were enrolled in ABE programs, 20.9% were enrolled in ESL programs, and less than one percent were enrolled in ESL-Citizenship programs (see Appendix G). This differs significantly from California's ABE 321/326 programs as a whole, where only 15.7% were ABE learners, 73.9% were ESL learners, and 10.4% were ESL-Citizenship learners (see Figure 2.1).

The vast majority (80.4%) of learners in state agencies were served by the California Department of Corrections. An additional 7.6% were served by the California Youth Authority, and the remaining 12% were split between the California Conservation Corps and the California Department of Developmental Services (see Figure 8.1).

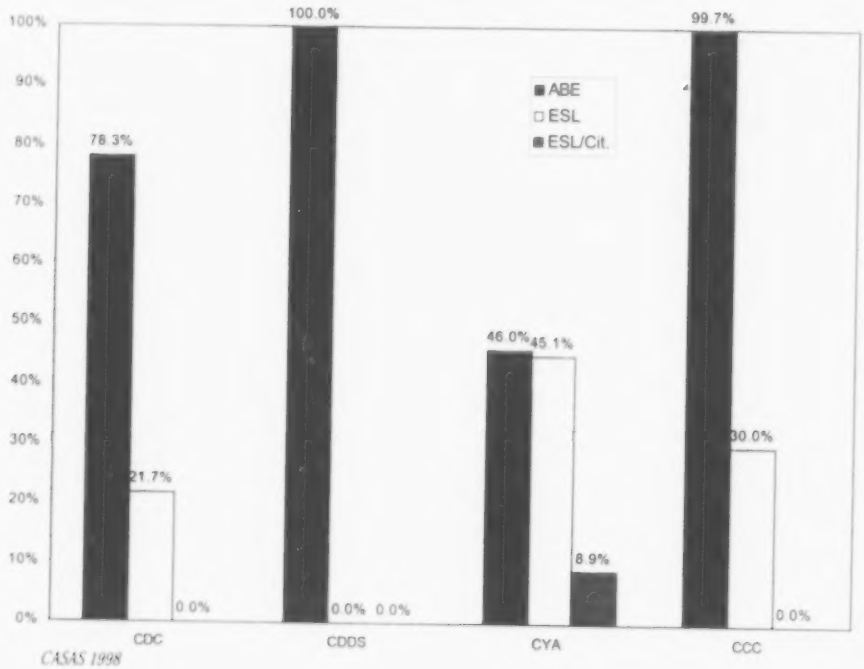
Figure 8.1 – Percentage of State Agency Learners Served by Each Provider Type (1997-98) (N=6,647)



All CDDS learners and nearly all (99.7%) CCC learners were enrolled in ABE programs. The California Youth Authority enrolled the highest proportion of ESL learners (45.1%) followed by the CDC (21.7%). See Figure 8.2 for all other comparisons.

BEST COPY AVAILABLE

Figure 8.2 – Percentage of State Agency Learners in Each Program Across Provider Type (1997-98)



Learner Information

Learner information was provided by learners on Entry Record forms, and included learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

Gender

The majority of learners enrolled in state agency ABE 321/326 programs were male (86.4%). Males were more frequently represented in each of the four state agencies with percentages ranging from 75.1% served by the CYA to 99.6% served by the CDDS (see Table 8.1). Females were most heavily represented in CYA programs (24.9%). The ratio between men and women was significantly different from that of the total ABE 321/326 population, where females constituted 58.6% of all learners.

BEST COPY AVAILABLE

Table 8.1 – Gender and Age Distributions Among ABE 321/326 State Agency Learners (1997-98)

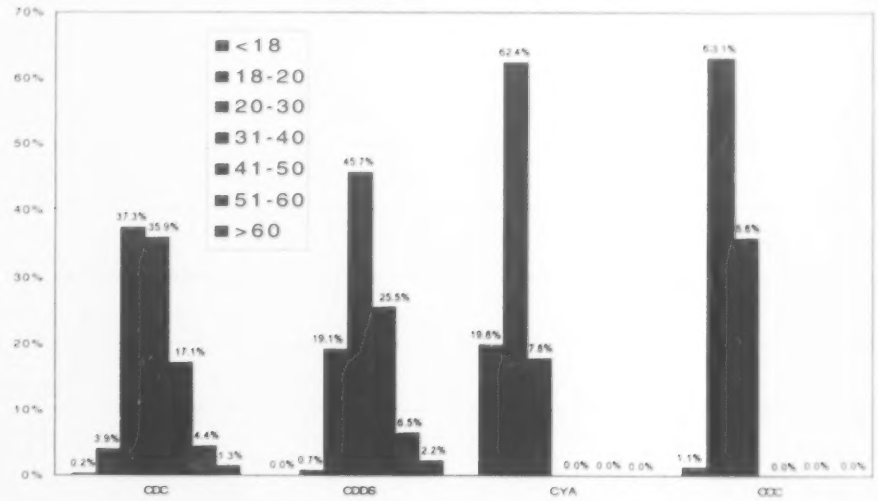
	CDC		CDDS		CYA		CCC		Total	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	482	12.9%	1	0.4%	89	24.9%	60	21.7%	632	13.6%
Male	3,262	87.1%	279	99.6%	269	75.1%	216	78.3%	4,026	86.4%
Total	3,744	100.0%	280	100.0%	358	100.0%	276	100.0%	4,658	100%
Age										
<18	7	0.2%	0	0.0%	51	19.8%	3	1.1%	61	1.4%
18-20	141	3.9%	2	0.7%	161	62.4%	176	63.1%	480	10.9%
20-30	1,337	37.3%	53	19.1%	46	17.8%	100	35.8%	1,536	34.9%
31-40	1,286	35.9%	127	45.7%	0	0.0%	0	0.0%	1,413	32.1%
41-50	612	17.1%	71	25.5%	0	0.0%	0	0.0%	683	15.5%
51-60	156	4.4%	19	6.5%	0	0.0%	0	0.0%	175	4.0%
>60	45	1.3%	6	2.2%	0	0.0%	0	0.0%	51	1.2%
Total	**3,584**	**100.0%**	**278**	**100.0%**	**258**	**100.0%**	**279**	**100.0%**	**4,399**	**100%**

CASAS 1998

Age

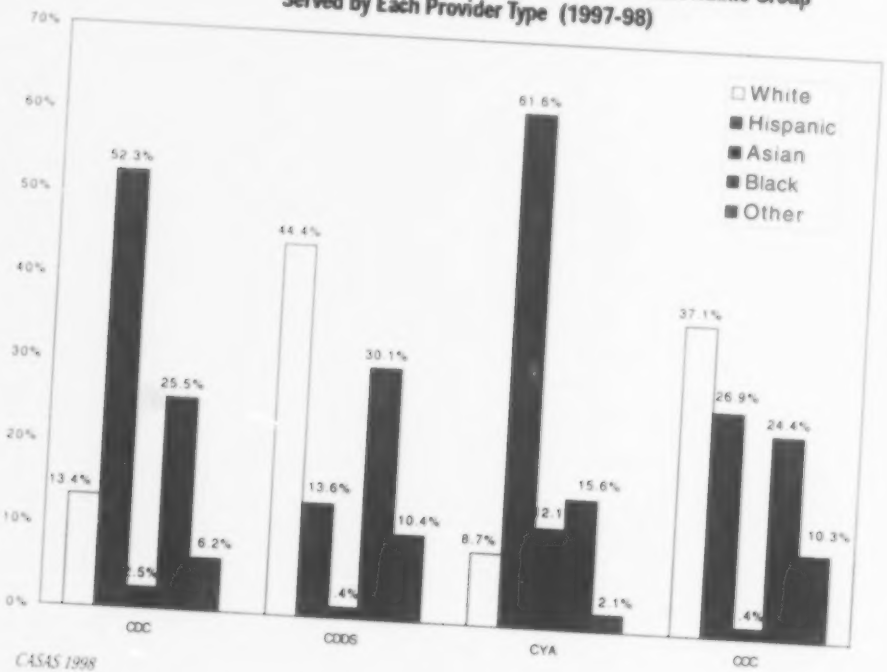
The largest proportion of ABE 321/326 state agency learners were between the ages of 21 and 30 years (34.3%). Coupled with learners between the ages of 31 and 40, a total of 66.2% of all learners are represented. Learners in CCC and CYA programs were younger than those enrolled in other programs: 64.4 percent of CCC and 82.2% of CYA were between 15 and 20 years of age, which is in keeping with their regulatory mandates (see Table 8.1). CDDS programs served the oldest population of students with 34.5% over the age of 40. See Figure 8.3 for all other age comparisons.

Figure 8.3 – Percentage of Learners within Each Age Group Served By Each Provider (1997-98)



BEST COPY AVAILABLE

Figure 8.4 – Percentage of State Agency Learners Within Each Ethnic Group Served by Each Provider Type (1997-98)



CASAS 1998

Ethnic Background

Hispanic learners were more highly represented (49.1%) among those served by state agencies. Blacks constituted 25.0 percent and whites 16.4 percent of all state agency learners (see Appendix G). As seen in Figure 8.4, Hispanics were most highly represented in CDC and CYA programs (52.3% and 61.6%, respectively), whites were more highly represented in CDDS and CCC programs (44.4% and 37.1%, respectively). See Figure 8.4 for all other comparisons.

Native Language

The majority (52.2%) of learners in California's state agency ABE 321/326 programs spoke English as their native language, while 41.7% spoke Spanish. Not too surprising, the pattern of native language findings followed that of ethnicity across provider type: CDC and CYA had more Spanish speakers while CDDS and CCC presented more native English speakers (see Appendix G).

Highest Degree Earned

An overwhelming majority (76.0%) of ABE 321/326 learners reported having no high school diploma or higher degree. This was true for all four state agency programs: 81.4 percent of CDC learners, 36.2 percent of CDDS learners, 73.0 percent of CYA learners, and 49.3 percent of CCC learners. CCC learners reported similar percentages having either a GED certificate or High School diploma (50.0%), however, a higher percentage of CDDS learners reported having higher degrees (see Appendix G).

BEST COPY AVAILABLE

Years of Education

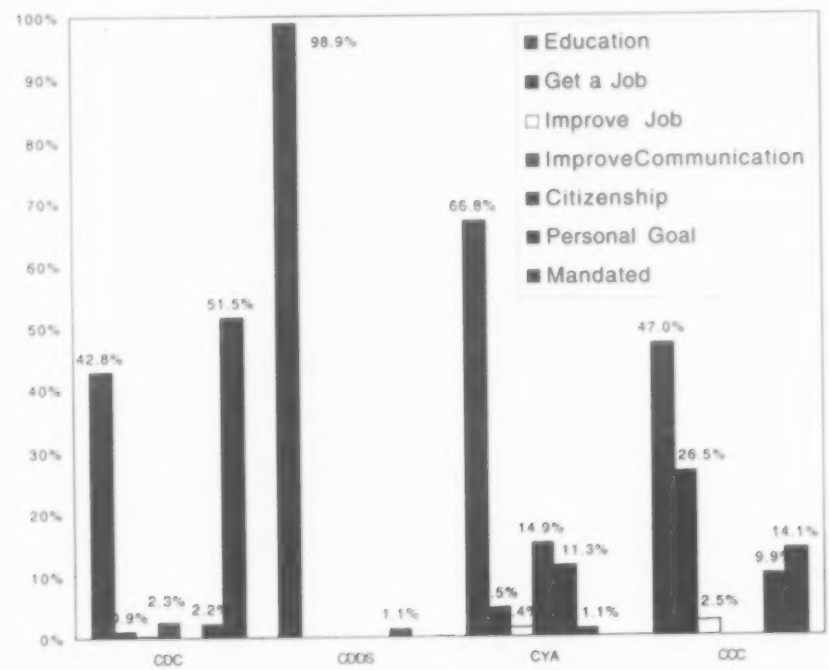
The majority of learners (54.8%) had between 7 and 11 years of schooling. CYA and CDC programs served learners with the fewest years of education. Nearly sixty-three percent (62.8%) of CYA learners and 55.3% of CDC learners reported nine years or less of education. This is not too surprising given the age restrictions of learners at the CYA and the context within which CDC programs are offered. CCC programs served learners reporting more education with over 90% having at least 10 years of schooling (see Appendix G).

Primary Reason for Enrollment

The primary reason learners enrolled in state agency ABE 321/326 programs was education: 48.4 percent of learners overall, 42.8 percent of CDC learners, 98.9% of CDDS learners, 66.8% of CYA learners, and 47.0% of CCC learners. Of those learners whose primary reason for enrollment was to get a job, 60.5% were served by CCC programs. This is consistent with the employment focus of CCC programs (see Appendix G).

Of the seven primary reasons for enrollment, "mandated" was the second most frequently endorsed by state agency learners. Forty-two percent of learners overall considered themselves mandated to participate in their programs: 51.5% of CDC learners and 14.1% of CCC learners. Interestingly, no CYA learners considered themselves mandated to attend their programs when in fact, this is the case in most instances. See Figure 8.5 for all other comparisons.

Figure 8.5 – Percentage of State Agency Learners Reporting Their Primary Reason for Enrollment Across Each Provider Type (1997-98) (N=4539)



CASAS 1998

BEST COPY AVAILABLE

Goal Attainment

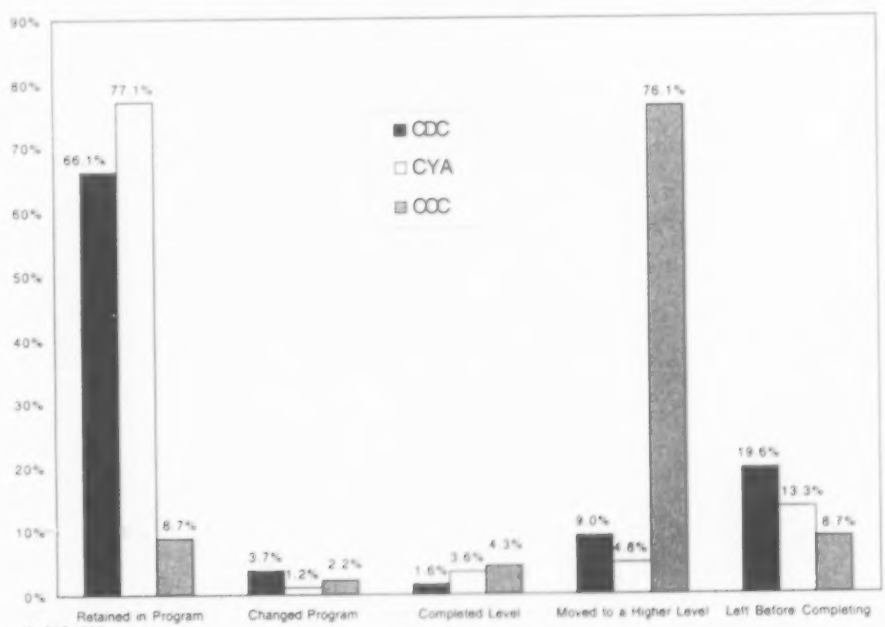
Information on goal attainment was gathered on update and test record forms after 75 to 120 hours of instruction. Some information was provided by learners, some by instructors, and some from learners' assessment results on pre- and post-tests. Information covered learners' progress, results, pretest scores, and learning gains.

Learner Progress

The majority (63.6%) of learners were retained at the same level of instruction after completing 75 to 120 hours of instruction. An additional 18.1% left before completing their level, 3.3% changed programs, 2.0% completed the level they started, and 12.9% moved up to a higher level (see Appendix G).

Among the three state agencies CDC and CYA learners presented significantly higher percentages of learners remaining at the same level (66.1% and 77.1%, respectively) than learners served by the CCC (8.7%). Since the majority of CDDS learners submitted data indicating instructional hours greater than 120, CDDS learners were not included in this analysis due to insufficient data. Seventy-six percent of CCC learners reported moving up to a higher level during the instructional period. More learners in CDC and CYA programs reported leaving their program prior to completion or meeting their personal goal (19.6% and 13.3%, respectively). It is important to note that learners in CDC and CYA programs have little or no control over when they leave their programs. See Figure 8.6 for all other comparisons.

Figure 8.6 – Percentage of Learners Within Each Level of Progress Across Each Provider Type (1997-98)



CASAS 1998

- CDDS learners were not included in the analysis due to insufficient data.

BEST COPY AVAILABLE

Learner Results

The largest percentage (35.3%) of learners in state agency programs reported an improvement in their communication skills after 75 to 120 hours of instruction. Among CDC learners, 27.5% reported increased skills, while 63.9% of CYA learners and 71.4% of CCC learners reported increased abilities in communication. The second most reported outcome was meeting a personal goal (14.1%). Over seventy-three percent (73.8%) of learners in CCC programs reported meeting their goal, followed by CYA learners (25.0%) and CDC learners (6.8%). Overall, CCC learners reported more learning outcomes than learners in other programs with the exception of those outcomes related to citizenship acquisition. See Table 8.2 for all other comparisons.

Table 8.2 – Percentage of State Agency Learners Reporting Various Outcomes Across Each Provider Type (1997-98)

	CDC	CYA	CCC	Overall %
Got a Job	1.8%	2.8%	7.1%	2.3%
Advanced in Job	0.0%	4.2%	64.3%	5.3%
Entered Job Training	1.3%	1.4%	14.3%	2.3%
Entered Apprenticeship	0.0%	0.0%	4.8%	0.4%
Entered Post Sec. Ed.	0.0%	0.0%	52.0%	3.9%
Passed Citizenship Test	0.0%	2.8%	0.0%	0.4%
Received Citizenship	0.0%	2.8%	0.0%	0.4%
Registered to Vote	0.0%	0.0%	14.3%	1.1%
Met Personal Goal	6.8%	25.0%	73.8%	14.1%
Improved Communication Skills	27.5%	63.9%	71.4%	35.3%
Read More to Child	0.0%	0.0%	2.4%	0.2%
More Involved in Child's School	0.0%	1.4%	2.4%	0.4%
Earned Certificate	1.0%	0.0%	45.2%	4.2%

CASAS 1998

CDDS learners were not included in the analysis due to insufficient data.

Pretest Scores

Learners in state agency ABE programs averaged 224.6 on the CASAS reading assessment, compared to 222.7 in the local program sample. Learners in CCC programs scored higher on the reading assessment on average (226.4), followed by CDC and CDDS learners (both scoring an average 224.6) with CYA learners scoring least favorably (219.1). Overall, a greater percentage (37.5%) of learners scored 230 or above on a reading pretest. Learners scoring above 230 on a reading pretest may still maintain eligibility for ABE 321/326 program participation if their subsequent math pretest scores are below the 230 benchmark. It is likely that learners scoring above the 230 benchmark on the reading test were administered another skill test (such as math) and they scored below 230 in the other skill area. Learners who score below the 230 benchmark in any skill area are eligible for ABE 321/326 funding. See Table 8.3 for comparisons across provider type.

BEST COPY AVAILABLE

Table 8.3 – ABE Reading Pretest Scores Across Each Provider Type (1997-98)

ABE	CDC (N = 2153)		CDDS (N = 250)		CYA (N = 75)		CCC (N = 223)		Overall (N = 2701)	
Reading Pretest Score Range	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
< 200	190.1	7.7	191.1	14.8	196.3	4.0	195.0	1.3	190.4	7.7
201-210	205.7	6.9	204.8	6.0	206.0	8.0	206.3	8.1	205.7	7.0
211-220	216.3	16.3	215.9	12.0	216.4	44.0	216.6	21.1	216.3	17.0
221-229	225.2	31.0	224.8	23.6	225.4	38.7	225.0	33.6	225.1	30.8
230+	238.0	38.1	240.9	43.6	234.3	5.3	239.0	35.9	238.4	37.5
Overall	**224.6**	**100.0**	**224.6**	**100.0**	**219.1**	**100.0**	**226.4**	**100.0**	**224.6**	**100.0**

CASAS 1998

Reading pretest scores for ESL learners were provided primarily by those served in CDC Programs (97.7%). Due to the lack of data provided by other state agencies, only CDC learner scores will be presented.

ESL learners in CDC programs averaged 206.2 on the CASAS reading pretest. The highest percentage of learners (35.3%) scored below 200, followed by those in the 201-210 range (24.5%), those in the 211-220 range (22.6%), those in the 221-230 range (12.9%), and finally those scoring 230 or above (4.7%).

Learning Gains

Learning gains for ABE were computed using the difference in pre- and post-test scores after 75 to 120 hours of instruction had occurred. Caution should be exercised when interpreting learning gains as sample sizes for agencies other than the CDC were very small (CDC- N=180; CDDS- N=22; CYA- N=11; CCC- N=11).

Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 5.1 points on the CASAS scale. CCC learners evidenced the highest gains (6.9 points), followed by CDDS learners (5.9 points), CDC learners (5.0 points), and lastly, CYA learners (4.0 points) (see Appendix G).

What Was the Program, Learner, and Goal Attainment Information For the Special Education Population?

Chapter Nine provides information about program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who:

- *Indicated "special education" in the special program box on the entry form;*
- *Received services from the California Department of Developmental Services; or*
- *Took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A).*

Because many special education learners remain in their programs year after year, the time frame for collecting the data found in this chapter may differ from that used for the data found in prior chapters.

Data Highlights

- Most special education learners were served by either adult schools (49.7%) or the California Department of Developmental Services (39.3%).
- The majority of special education learners were male (58.1%) and most were between the ages of 31 and 40 (30.1%).
- Whites were most heavily represented (67.1%) followed by Hispanics (18.4%) and Blacks (8.4%).
- Almost 84% had not received a high school diploma or GED certificate.
- The most frequently cited reason for enrollment was a personal goal (35.5%).
- Eighty-four percent of special education learners were retained at the same level of instruction from entry to update record completion.
- Reading learning gains from pre- to post-test averaged 3.13 points on the CASAS scale among special education learners.

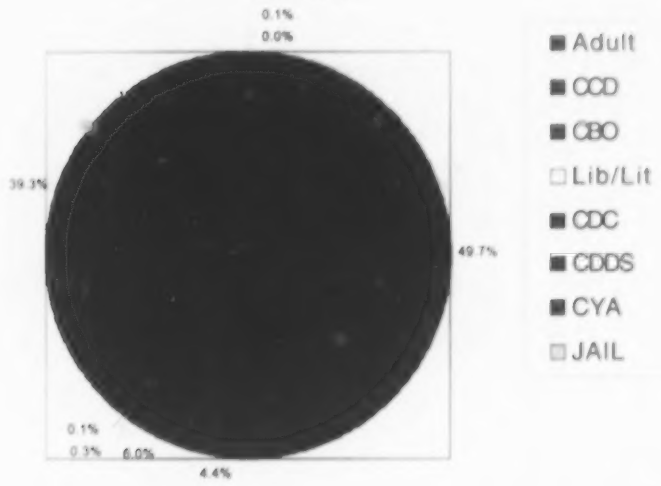
PROGRAM INFORMATION

Information on learners serving special education learners was keyed in with the entry, update, and test records submitted.

Provider Type

Most special education learners were served by either adult schools (49.7%) or the California Department of Developmental Services (39.3%). The remaining learners were served primarily by community-based organizations (6.0%) and community college districts (4.4%). Figure 9.1 illustrates the distribution of learners across provider type.

Figure 9.1 – Percentage of Special Education Learners Served by Each Provider Type (1997-98)
(N=4,455)



CASAS 1998

The CDDS offers programs at nine sites, of which some are hospitals and others are developmental centers. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community based organizations provide special education programs that focus on literacy, independent living, and employability.

LEARNER INFORMATION

Learner information was provided by learners on entry record forms and covered learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

Gender and Age

The majority of special education learners were male (58.1%). Most special education learners were either between the ages of 31 and 40 (30.1%) or 41 and 50 (28.9%). See Table 9.1 for all other comparisons.

BEST COPY AVAILABLE

Table 9.1 – Percentage of Special Education Learners by Gender and Age Group (1997-98)

Gender	N	%
Male	2587	41.9%
Female	1862	58.1%
Total	**4455**	**100.0%**
Age		
<18	3	0.1%
18-20	68	1.6%
21-30	761	17.7%
31-40	1294	30.1%
41-50	1242	28.9%
51-60	552	12.9%
>60	372	8.7%
Total	**4292**	**100.0%**

CASAS 1998

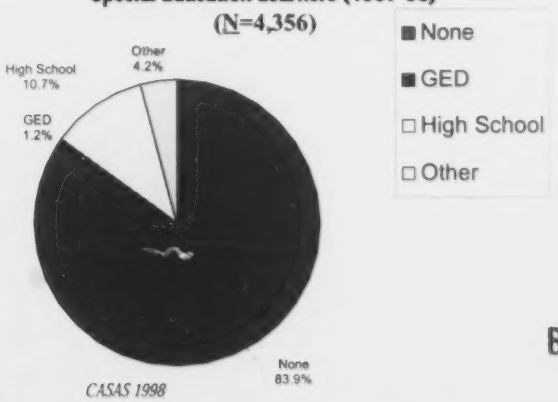
Ethnic Background and Native Language

The majority of special education learners were white (67.1%). Hispanic and black learners were the next groups most heavily represented (18.4% and 8.4%, respectively). The vast majority of learners reported English as their native language (84.4%). Spanish was the only other native language endorsed by a significant percentage of learners (11.3%) (see Appendix H).

Education

Few special education learners had any education credentials. Almost 84% had received no high school diploma or higher degree (see Figure 9.2). Regarding years of education, most learners reported very little formal education. Sixty-one percent reported fewer than 4 years of education, though a substantial minority (25.6%), had received 12 or more years (see Appendix H).

Figure 9.2 – Highest Educational Degree Earned Among Special Education Learners (1997-98)



CASAS 1998

BEST COPY AVAILABLE

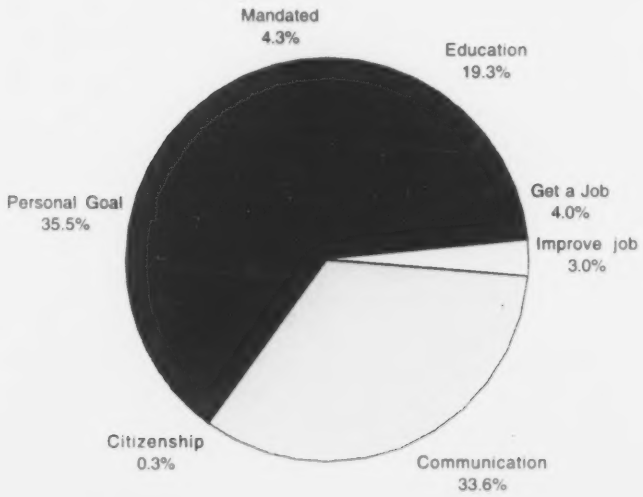
Reason for Enrollment

The most common reason special education learners enrolled in programs was to achieve a personal goal; 35.5% cited this as their primary reason and an additional 33.5 % indicated this as their secondary reason for enrollment. Other common reasons included:

- Communication – 33.6 percent marked this as their primary reason, 13.5 percent as their secondary reason.
- Education – 19.3 percent indicated this as their primary reason, 6.6 percent as their secondary reason.

See Figure 9.3 for percentages across other reasons for special education learner enrollment. See Appendix H for data on secondary reason for enrollment.

Figure 9.3 – Primary Percentage of Special Education Learners Indicating Their Primary Reason for Enrollment (1997-98) (N=4396)



CASAS 1998

GOAL ATTAINMENT

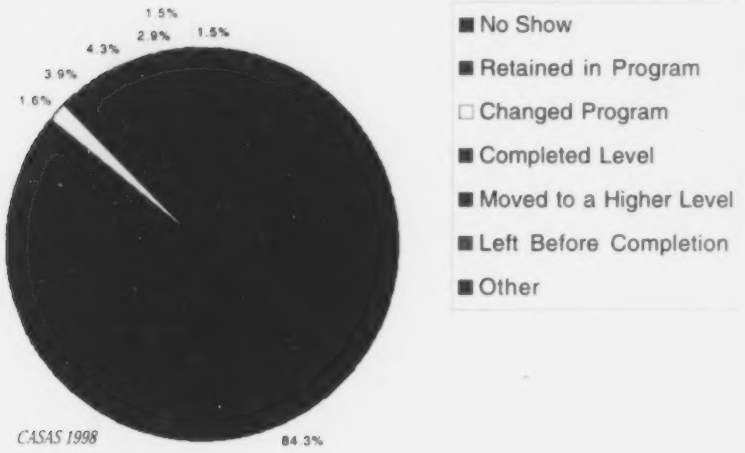
Information on goal attainment was gathered on update and test record forms. Some information was provided by learners, some by instructors, and some from learners' assessment results on pre- and post-tests. Information covered learners' progress, results, pretest scores and learning gains.

Learner Progress

The vast majority (84.4%) of special education learners were retained in their programs at the same level between completion of their entry and update records. Most of these learners remain in the same program for several years. Learners who maintain a level or make small gains are considered successful for this population. Small percentages of learners moved to higher levels (4.0%), completed levels (3.9%), or left before completing their instructional level (2.9%). See Figure 9.4 for all other percentages.

BEST COPY AVAILABLE

Figure 9.4 – Percentage of Special Education Learners Presenting Each Level of Progress (1997-98)
(N=2844)



Learner Results

Learners were asked to indicate which outcome (if any) they experienced at the end of the instructional period. Of the various outcomes only three were endorsed by more than 1% of the population; Improved communication skills (23.1%), Met personal goal (18.0%), and Entered job training (2.3%) (see Appendix H).

Pretest Scores

Most special education learners' literacy skills were assessed with tests specifically designed by CASAS for the special needs population. There are three levels of these tests, each measuring a different life skill literacy level (see Table 9.2). The test labeled 4A is the least difficult, while the test labeled 2A is the most difficult. These tests were individually administered without strict time limits. The examiner marked the answer sheet with the responses indicated by the learners. More than one quarter (26.8%) of special education learners were assessed with the same life skill progress tests (Forms A and B) as were given to ABE and ESL learners (see Table 9.3).

BEST COPY AVAILABLE

Table 9.2 – Interpreting CASAS Special Education Scores

Form 4A	**Learners can identify symbols related to independent living.**
Form 3A	**Learners can read symbols and survival words related to independent living and employment.**
Form 2A	**Learners can identify phrases and sentences related to inde pendent living and employment.**

CASAS 1998

Table 9.3 – Special Education Population Mean Reading Pretest Results (1997-98)

Reading Levels	Mean	N
AAAA (130-160)	151.1	300
AAA (161-180	170.9	343
AA (181-190)	185.5	176
A (191-199)	194.9	143
B (200-214)	207.6	157
Total Mean	176.1	119

CASAS 1998

The mean reading pretest score for all special education learners was 176.1. The largest percentage (30.7%) tested on assessment Form 3A and had a mean pretest score of 170.9. The next most common assessment used was Form 4A (26.8%); learners using this form had a mean pretest score of 151.1 (see Table 9.3).

Learning Gains

While most ESL and ABE learners were post-tested after approximately 75 to 120 hours of instruction, adult special education learners were post-tested after 121 to 300 hours of instruction. Reading learning gains from pre- to post-test for special education learners averaged 3.13 points on the CASAS scale (see Appendix H).

Implications of Report Results for Future Data Collection Efforts

Each year a review of the data reveals ways in which the data collection process could be revised and improved. Based on the results of this year's data, the following changes are being made for future data collection efforts:

1. The number of learners in the fall census period will be expanded.
   - For 1998-99 the census period will be from September 1 through October 31, 1998 to increase the number of learners from which data will be collected.

2. The timeline for collecting Student Update Record information will be lengthened.
   - The timeline will be expanded from the current 75-120 hours to collecting update information by March 31, 1999. It is anticipated that an increase in the instructional period will provide a more accurate picture of the learner results that occur during a school year.

3. A Teacher Training Video will be developed and the Coordinator's Manual and Administration Manual will be expanded. A copy of each will be distributed to all agencies.
   - Accurate data is dependent upon standardized definitions and accurate data collection procedures. A Teacher Training Video for viewing by all appropriate agency staff will explain the importance of the data, the uses for the information, and highlight data collection procedures.
   - Additional training emphasis will be placed on key data collection fields, including learner results and the reason a learner may leave the program prior to completion of his/her goal.

4. The *Student Update Record* will be revised to include additional data elements for documenting learner outcomes. Additional data elements will include:
   - a greatly expanded list of learner results categorized under "Work," "Personal/Family," "Community," and "Education,"
   - expanded results include additional work-related outcomes,
   - the ability to indicate if a learner earned a certificate, and
   - the ability to document high school credits earned using a standardized format.

5. Data collection instruments will be administered to document progress in each class the learner attends during the school year. Thus, learner progress and retention can more accurately be documented.

6. Multiple *Student Entry Records* and *Student Update Records* will be available to closely track learner progress over the school year.

A Description of the ABE 321/326 Sample Selection Process

This appendix contains a description of the process for selecting the local agencies that are required to test. Following this description is a list of all of the 1997-98 local testing agencies.

The Sampling Process For Local Agencies

1) A database was used that included the agency name, the number of hundred hour units (HHUs)projected for each agency for SFY 1997-98, and an indication of whether the agency was new to the ABE 321/326 funding and data collection process.

2) New agencies are required to test, but their results are not included inthe local testing population their first year of participation.

3) All ABE 321/326 local agencies, except new agencies, were divided into one of four provider type categories: school district adult schools, community college districts, community-based organizations, and library literacy programs.

4) Within each of the four provider types, the top ten percent (determined by HHUs) were designated as "certainty" sample agencies.

5) Sampling agencies were requested to pre-test all learners enrolled during a two-week period between September 1 and October 17 and to post-test these same students after 80 to 120 hours of instruction.

1997-98 Sample Agencies

The following is a list of the ABE 321/326 sampling agencies for SFY1997-98:

Adult Schools
Alameda Adult Schools
Alhambra School District
Berkeley Adult School
Black Oak Mine Adult School
Bonita Unified School District
Borrego Springs USD
Centinela Valley Adult School
Ceres Adult Education
Chaffey Adult School

Compton Adult School
Conejo Valley Adult School
Covina-Valley USD/Tri-Community Adult Ed
Culver City Adult School
Dixon Adult School
East Side Adult Education
El Monte-Rosemead Adult School
Fillmore Adult Education
Folsom-Cordova Adult Education School
Fresno Adult School
Fullerton JUHSD / La Sierra Alternative HS
Garden Grove USD Adult Education
Gateway USD
Gonzales USD Adult Education
Grossmont UHSD / El Cajon Adult Center
Hacienda La Puente Adult Education
Hanford Adult School
Hayward Adult School
Huntington Beach Adult School
Le Grand UHSD/Granada Adult School
Lincoln Adult School/Western Placer USD
Linden Adult School
Los Alamitos USD/Laurel Adult School
Los Angeles USD
Madera Adult School
Manteca Adult School / Lindbergh Ed Center
Marysville Adult School
Mendota Adult SchoolT
Merced Adult School
Metropolitan Adult Education Program
Modoc Community Adult School
Montebello Adult Schools
Morgan Hill Community Adult School
Mt. Diablo Adult Education / Loma Vista Adult Ctr.
Mt. View - Los Altos Adult School
Newman-Crow's Landing Adult Education
Oakland USD Adult Education
Oxnard Adult School
Palo Alto Adult School
Palo Verde USD/Twin Palms Adult Education
Petaluma Adult School
Pomona Adult & Career Education
Ramona Adult Education

Redondo Beach USD / South Bay Adult School
San Benito Adult School
San Bernardino Adult School
San Juan USD/Winterstein Adult Center
San Lorenzo Adult School
San Marcos USD
Silver Valley Adult School
Simi Valley Adult School
South San Francisco Adult School
Strathmore UHSD Adult Education
Sunnyvale-Cupertino Adult & Community Ed
Sweetwater UHSD Adult & Continuing Education
Temple City Adult School
Templeton Adult School
Tracy Adult School
Turlock Adult School
Vallejo Adult School
Ventura Adult & Continuing Education
Victor Valley UHSD
West Contra Costa USD/West Contra Costa Adult Ed
Whittier Adult School
Yucaipa Adult School

Community Based Organizations
California Human Development Corporation
Career Resources Development Center
Center for Employment Training
Centro Latino de San Francisco, Inc.
Community Centers, Inc.
Community Employment Project, Inc.
Community Enhancement Services
Delta Sigma Theta Adult Literacy Task Force
El Sol Neighborhood Education Center
Episcopal Community Services Skills Center
Family and Educational Programs
Hermandad Mexicana Nacional Legal Center
Humboldt Literacy Project
International Refugee Tutorial Services, Inc.
International Social Service Center
Korean Center, Inc.
Korean Community Center of the East Bay
Lake County Literacy Coalition
Lao Family Community Development, Inc.
Libreria del Pueblo, Inc.

Mexican-Americans United, Inc.
Mission Language & Vocational School, Inc
One Stop Immigration & Educational Center
San Jose Conservation Corps
Self-Help for the Elderly
Templo Calvario Legalization & Education Center
United Cerebral Palsy Assoc/Orange County
Willie C. Velasquez Center

Community College Districts
Allan Hancock College
Coastline Community College
Desert CCD - College of the Desert
Long Beach City College
Mt. San Antonio Community College
Pasadena Area Community College District
Rancho Santiago CCD/Centennial Ed. Center
San Francisco Community College
Yuba Community College

COE/Jails
Golden Sierra Job Training Agency
Inyo County Office of Education
Contra Costa County Office of Education/ jail ed and homeless
Milpitas Adult Education / S.F. County Jail Facility
Shasta County PIC / Partnership Learning Center

Library Literacy Programs
Beverly Hills Public Library
Bruggemeyer Library / LAMP Literacy Program
Friends of the San Francisco Library/Project READ
Lompoc Public Library / Adult Reading Program
Orland Library Literacy Project
Placentia Library District
San Bernardino Library Literacy Center
San Diego Public Library / READ San Diego
San Jose Public Library / Partners in Reading
San Leandro Public Library/Project Literacy
Santa Clara County Library / Reading Program
Tehama County Library/Reading Program
Upland Public Library/Literacy Program

TOPS

Tracking Of Programs and Students

Option 4EU

Entry Record

① Student Name _____ Today's Date / /
First Last

② Instructor Name _____ Agency # / / /
First Last

Class #: / / /

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right ■ Wrong ✗

③ **SEX**
- ☐ Male
- ☐ Female

④ **PRIMARY REASON FOR ENROLLMENT (Mark one)**
- ☐ Education
- ☐ Get a job
- ☐ Improve job
- ☐ Communication
- ☐ Citizenship
- ☐ Personal goal
- ☐ Mandated

⑤ **SECONDARY REASON FOR ENROLLMENT (Mark one)**
- ☐ Education
- ☐ Get a job
- ☐ Improve job
- ☐ Communication
- ☐ Citizenship
- ☐ Personal goal
- ☐ Mandated
- ☐ None

⑥ **STUDENT IDENTIFICATION**

Social Security # used for Student ID? (Optional) Yes ☐ No ☐

⑦ **DATE OF BIRTH**

Month	Day	Year 19
Jan ☐	00	00
Feb ☐	01	01
Mar ☐	02	02
Apr ☐	03	03
May ☐	04	04
Jun ☐	05	05
Jul ☐	06	06
Aug ☐	07	07
Sep ☐	08	08
Oct ☐	09	09
Nov ☐		
Dec ☐		

⑧ **NUMBER OF YEARS OF SCHOOL COMPLETED**

00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18

⑨ **HIGHEST DIPLOMA/DEGREE EARNED**
- ☐ None
- ☐ GED Certificate
- ☐ High School Diploma
- ☐ A.A./A.S. Degree
- ☐ 4 yr. College Graduate
- ☐ Graduate Studies
- ☐ Other

Name other

⑩ **NATIVE LANGUAGE**
- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Chinese
- ☐ Hmong
- ☐ Cambodian
- ☐ Tagalog
- ☐ Korean
- ☐ Armenian
- ☐ Lao
- ☐ Russian
- ☐ Farsi
- ☐ Other

Name other

⑪ **ETHNIC BACKGROUND**
- ☐ White (not of Hispanic origin)
- ☐ Hispanic
- ☐ Asian
- ☐ Black (not of Hispanic origin)
- ☐ Pacific Islander
- ☐ Filipino
- ☐ Native American
- ☐ Native Alaskan
- ☐ Other

Name other

WRITING LEVEL	ORAL LANGUAGE LEVEL
0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 10

⑫ **INSTRUCTIONAL PROGRAM**

Federal and/or State Funds (Mark one)
- ☐ ABE
- ☐ ESL
- ☐ ESL/Citizenship
- ☐ Pre-Employment
- ☐ High School/GED

State Funds (Mark all that apply)
- ☐ Citizenship
- ☐ Parenting
- ☐ Vocational
- ☐ Older Adults
- ☐ Adults w/Disabilities
- ☐ Health & Safety
- ☐ Home Economics

⑬ **INSTRUCTIONAL LEVEL** (Mark one)

ESL	ABE
☐ Beg. Lit.	☐ Pre Beg.
☐ Beg. Low	☐ Beg.
☐ Beg. High	☐ Int.
☐ Int. Low	☐ Adv.
☐ Int. High	
☐ Adv.	☐ Adult Sec.
	☐ Adv. Adult Secondary

⑭ **SPECIAL PROGRAM** (Mark all that apply)
- ☐ TANF/GAIN
- ☐ JTPA
- ☐ Correctional Ed.
- ☐ Jail
- ☐ Special Ed.
- ☐ Homeless
- ☐ Family Lit.
- ☐ Workplace Ed.
- ☐ Distance Learning
- ☐ 5% Projects
- ☐ Other Welfare

⑮ **DATE OF ENTRY**

Month	Year 19
Jan ☐	00
Feb ☐	01
Mar ☐	02
Apr ☐	03
May ☐	04
Jun ☐	05
Jul ☐	06
Aug ☐	07
Sep ☐	08
Oct ☐	09
Nov ☐	
Dec ☐	

⑯ **PRE-EMPLOYMENT WORK MATURITY SKILLS** (Mark if passed, all that apply)
- ☐ Make career decision
- ☐ Use labor market info.
- ☐ Prepare a resume
- ☐ Write a cover letter
- ☐ Fill out an application
- ☐ Interview
- ☐ Being punctual
- ☐ Regular attendance
- ☐ Good interpersonal relations
- ☐ Positive attitude/behaviors
- ☐ Appropriate appearance
- ☐ Complete tasks effectively

SCANTRON FORM NO. F-11674-CASAS SCANTRON CORPORATION 1987 ALL RIGHTS RESERVED PO2 2987-999-5 4 3 2

© ALL RIGHTS RESERVED. Foundation for Educational Achievement. CASAS 1987

BEST COPY AVAILABLE

TOPS

Tracking Of Programs and Students

Update Record

Student Name _____
First Last

Instructor Name _____
First Last

① STUDENT IDENTIFICATION

② DATE OF PROGRAM UPDATE

Month	Day	Year
Jan ☐	00	1996
Feb ☐	11	1997
Mar ☐	22	1998
Apr ☐	33	1999
May ☐	4	
Jun ☐	5	
Jul ☐	6	
Aug ☐	7	
Sep ☐	8	
Oct ☐	9	
Nov ☐		
Dec ☐		

③ HOURS OF INSTRUCTION

④ Sub-sections of GED passed to date

- ☐ Writing
- ☐ Social Studies
- ☐ Science
- ☐ Literature/Arts
- ☐ Math

GED Completed ☐ Yes ☐ No

⑤ High School semester credits earned to date

High School Diploma Completed ☐ Yes ☐ No

⑥ External diploma task areas completed to date

External Diploma Completed ☐ Yes ☐ No

⑦ INSTRUCTIONAL LEVEL AT UPDATE (Mark one)

ESL	ABE
☐ Beg. Lit.	☐ Pre Beg.
☐ Beg. Low	☐ Beg.
☐ Beg. High	☐ Int.
☐ Int. Low	☐ Adv.
☐ Int. High	
☐ Adv.	☐ Adult Sec.
	☐ Adv. Adult Secondary

⑧ PROGRESS (Mark one)

- ☐ No show/did not attend
- ☐ Retained in program at same level
- ☐ Changed program
- ☐ Completed level/course
- ☐ Moved to a higher level
- ☐ Left before completing personal goal or level entered
- ☐ Other

Name other _____

⑨ LEARNER RESULTS (Mark all that apply)

- ☐ Got a job
- ☐ Got a better job or advanced in job
- ☐ Entered job training
- ☐ Entered apprenticeship
- ☐ Entered post sec. ed.
- ☐ Passed citizenship test
- ☐ Received U.S. citizenship
- ☐ Registered to vote, or voted
- ☐ Met personal goal
- ☐ Improved communication skills
- ☐ Read more to child
- ☐ Greater involvement in child's school
- ☐ Earned certificate

⑩ REASON FOR LEAVING EARLY (Mark one)

- ☐ Got a job
- ☐ Moved
- ☐ Schedule conflict
- ☐ Transportation
- ☐ Child care
- ☐ Family
- ☐ Own health problems
- ☐ Dependent's health problems
- ☐ Lack of interest
- ☐ Public safety
- ☐ Administratively separated
- ☐ Incarcerated
- ☐ Other known reason
- ☐ Unknown reason

Name other _____

⑪ PRE-EMPLOYMENT WORK MATURITY SKILLS (Mark if passed, all that apply)

- ☐ Make career decision
- ☐ Use labor market info.
- ☐ Prepare a resume
- ☐ Write a cover letter
- ☐ Fill out an application
- ☐ Interview
- ☐ Being punctual
- ☐ Regular attendance
- ☐ Good interpersonal relations
- ☐ Positive attitude/behaviors
- ☐ Appropriate appearance
- ☐ Complete tasks effectively

OPTIONAL AGENCY USE

A	B	C	D	E	F
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

WRITING LEVEL
0 1 2 3 4 5 6
ORAL LANGUAGE LEVEL
0 1 2 3 4 5 6 7 8 9 10

© ALL RIGHTS RESERVED. Foundation for Educational Achievement. CASAS 1997

BEST COPY AVAILABLE

TOPS pc developed by CASAS

TOPS

Tracking Of Programs and Students

Option 4T

TOPS Student Test Record

TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

① Student Name _____
First Last

② Instructor Name _____
First Last

③ STUDENT IDENTIFICATION	④ AGENCY	⑤ CLASS

PRACTICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

⑥ FORM NUMBER	⑦ TEST DATE			⑧ HOURS OF INSTRUCTION*
0 0 0 R X	0 0	0 0	9 5	0 0 0
1 1 1 M	1 1	1 1	6	1 1 1
2 2 2 L	2	2 2	7	2 2 2
3 3 3	3	3 3	8	3 3 3
4 4 4	4	4	9	4 4 4
5 5 5	5	5		5 5 5
6 6 6	6	6		6 6 6
7 7 7	7	7		7 7 7
8 8 8	8	8		8 8 8
9 9 9	9	9		9 9 9

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

BEST COPY AVAILABLE

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 1987

SCANTRON FORM NO. F-11676-CASAS

SCANTRON CORPORATION 1987 ALL RIGHTS RESERVED

PCS 2987 999 5 4 3 2 1

TOPS tm developed by CASAS

INSTRUCTIONAL QUESTIONNAIRE FOR ABE 321/326 PROGRAMS

Agency/School Name_____ Instructor Name_____

1. Agency Number: ☐☐☐☐

2. Class Number: ☐☐☐☐

3. Indicate the emphasis of your instruction during the fall semester.

Instruction	Major emphasis	Partial emphasis	Little/No emphasis
Employability/Workforce Literacy	○	○	○
Family Literacy	○	○	○
General Life Skills	○	○	○
Citizenship	○	○	○
Learning to Learn/Study Skills	○	○	○
Other: (specify)			
_____	○	○	○
_____	○	○	○
_____	○	○	○

4. Primary teaching setting for these students. (Mark one for Instructional Setting and one for Physical Setting.)

Instructional Setting (Mark one only.)

- ○ Learning Center
- ○ Tutorial Only
- ○ Classroom
- ○ Learning Lab (individual self-paced instruction)
- ○ Distance Learning (i.e., Internet, correspondence course, other)
- ○ Combination (Tutorial & Learning Lab)

Physical Setting (Mark one only.)

- ○ Adult School
- ○ Elementary School
- ○ High School
- ○ Community College
- ○ Correctional Institute
- ○ Library
- ○ Work Site
- ○ CBO Center
- ○ Home
- ○ Other

If you indicated your instructional setting as "Distance Learning" or "Tutorial Only" in Question 4, stop here and submit as instructed.
Please complete the remainder of the questionnaire if you indicated any other instructional setting.

5. Time of day class begins:

- ○ Morning
- ○ Afternoon
- ○ Evening (after 5 p.m.)

6. Total number of students present in this class on the day of the post-test.

Students at post-test: ☐☐ (00 11 22 33 44 55 66 77 88 99)

7. Number of hours per week this class meets.

Hours per week: ☐☐ (00 11 22 33 44 55 66 77 88 99)

8. In addition to the primary person who delivers instruction, does this class have an instructional aide or tutor at least once a week?

- ○ Yes ○ No

9. Do your students use computers as a part of this class?

- ○ Yes ○ No ○ Don't Know

10. If you answered yes to question 9, are these computers linked to the Internet?

- ○ Yes ○ No ○ Don't Know

PLEASE SUBMIT THIS QUESTIONNAIRE WITH POST-TEST RESULTS ON STUDENT TEST FORMS OR TOPSpro DISKS

© ALL RIGHTS RESERVED. Foundation For Educational Achievement, CASAS 1997.

SCANTRON® FORM NO. F-11756-CASAS P3 4497 -231- 5 4 3 2 1

Table C-1
Total Enrollment Population
Learner Gender by Provider Type (1997-98)

	Adult		CCD		CBO		Library		Jail		COE		CDC		CDDS		CYA		CCC		Total	
Gender	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Female	72,029	61.0	11,681	61.8	4,476	56.3	864	57.3	216	14.8	164	64.3	494	12.9	612	28.1	91	25.0	60	21.7	90,677	58.6
Male	46,139	39.0	7,212	38.2	3,473	43.7	643	42.7	1,247	85.2	91	35.7	3,260	87.1	1,563	71.9	273	75.0	217	78.3	64,127	41.4
Total	118,168	100.0	18,893	100.0	7,949	100.0	1,507	100.0	1,463	100.0	255	100.0	3,753	100.0	2,175	100.0	364	100.0	277	100.0	154,804	100.0

BEST COPY AVAILABLE

Table C-2
Total Enrollment Population
Learner Age (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
Age	N	%	N	%	N	%	N	%	N	%
15-20	14,831	14.2	13,855	12.2	14,231	12.0	12,030	9.8	12,354	8.7
21-30	41,084	39.2	42,050	37.0	41,648	35.1	40,054	32.7	43,629	30.6
31-40	24,661	23.5	28,100	24.7	30,234	25.5	32,689	26.7	6,701	27.3
41-50	13,016	12.4	15,610	13.7	17,642	14.9	19,377	15.8	4,378	16.9
51-64	7,501	7.2	9,277	8.2	10,045	8.5	11,653	9.5	1,999	10.3
65+	3,654	3.5	4,646	4.1	4,812	4.1	6,697	5.5	680	6.2
Total	**104,747**	**100**	**113,538**	**100**	**118,612**	**100**	**122,500**	**100**	**69,751**	**100**

Table C-3
Total Enrollment Population
Learner Age by Provider Type (1997-1998)

	Adult		CCD		CBO		Library		Jail		COE		CDC		CDDS		CYA		CCC		Total	
Age	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<18	1,030	1.0	107	0.6	31	0.4	4	0.3	-	-	5	0.3	7	0.2	-	-	51	14.8	3	1.1	1,238	0.9
18-20	8,923	8.3	1,400	8.0	174	2.2	28	2.1	12	7.9	92	6.2	141	3.9	7	0.3	163	47.2	176	62.9	11,116	7.8
21-30	34,147	31.6	5,750	33.1	1,128	14.5	246	18.7	84	55.3	468	31.5	1,341	37.3	317	14.7	47	13.6	101	36.1	43,629	30.6
31-40	28,935	26.8	4,678	26.9	2,266	29.2	456	34.8	38	25.0	547	36.7	1,290	35.9	699	32.4	22	6.4	-	-	38,931	27.3
41-50	17,673	16.4	2,702	15.5	1,713	22.1	286	21.8	16	10.5	299	20.1	612	17.0	686	31.8	13	3.8	-	-	23,999	16.9
51-60	8,340	7.7	1,363	7.8	952	12.3	172	13.1	2	1.3	62	4.2	156	4.3	297	13.8	15	4.3	-	-	11,359	8.0
>60	8,881	8.2	1,392	8.0	1,496	19.3	121	9.2	-	-	15	1.0	45	1.3	152	7.0	34	9.9	-	-	12,136	8.5
Total	107,929	100	17,382	100	7,760	100	1,312	100	152	100	1,488	100	3,592	100	2,157	100	345	100	280	100	142,408	100

BEST COPY AVAILABLE

Table C-4
Total Enrollment Population
Learner Ethnicity (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
	N	%	N	%	N	%	N	%	N	%
Asian	27,430	25.9	29,435	25.6	26,485	22.2	27,919	21.2	30,844	20.2
Black (not Hispanic)	4,507	4.3	4,524	3.9	4,956	4.2	4,613	3.5	4,288	2.8
Filipino	722	0.7	860	0.7	-	-	892	0.7	932	0.6
Hispanic	59,150	55.9	63,165	54.9	70,671	59.4	81,548	61.8	98,985	64.7
Native Alaskan	^	^	^	^	53	0.0	16	0.0	24	0.0
Native American	297	0.3	326	0.3	497	0.4	481	0.4	330	0.2
Pacific Islander	217	0.2	241	0.2	409	0.3	242	0.2	204	0.1
White (not Hispanic)	11,346	10.7	13,789	12.0	13,408	11.3	13,844	10.5	14,911	9.7
Other	2,208	2.1	2,734	2.4	2,590	2.2	2,296	1.7	4,018	2.6
	105,877	100	115,074	100	119,069	100	131,851	100	153,046	100

^ Combined with Native American.

- Data not collected.

BEST COPY AVAILABLE

Table C-5a
Total Enrollment Population
Learner Language by Instructional Program (1997-98)

	ABE		ESL		ESL/Cit.	
	N	%	N	%	N	%
Armenian	77	0.3	1,110	1.0	42	0.3
Cambodian	77	0.3	622	0.6	79	0.5
Chinese	553	2.3	10,099	9.0	1,002	6.3
English	12,543	52.4	•	•	•	•
Farsi	123	0.5	1,164	1.0	198	1.3
Hmong	96	0.4	1,613	1.4	231	1.5
Korean	200	0.8	3,187	2.8	377	2.4
Lao	62	0.3	541	0.5	111	0.7
Russian	112	0.5	2,996	2.7	400	2.5
Spanish	8,635	36.1	77,412	68.9	11,509	72.7
Tagalog	297	1.2	361	0.3	148	0.9
Vietnamese	286	1.2	7,044	6.3	696	4.4
Other	857	3.6	6,282	5.6	1,027	6.5
Total	**23,928**	**100**	**112,431**	**100**	**15,820**	**100**

• No data submitted.

BEST COPY AVAILABLE

Table C-5b
Total Enrollment Population
Learner Language by Provider Type (1997-98)

	Adult		CCD		CBO		Library		Jail		COE		CDC		CDDS		CYA		CCC	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Armenian	422	0.4	779	4.2	1	0.0	4	0.3	1	0.1	1	0.4	12	0.3	6	0.3	1	0.3	2	0.7
Cambodian	611	0.5	109	0.6	43	0.5	1	0.1	•	•	•	•	13	0.3	•	•	•	•	1	0.3
Chinese	9,588	8.3	1,785	9.7	157	2.0	76	5.1	1	0.1	2	0.8	8	0.2	5	0.2	30	8.4	2	0.7
English	5,342	4.6	660	3.6	545	6.9	653	44.1	1,189	81.5	44	17.4	1,812	48.8	1,936	90.0	109	30.4	253	88.5
Farsi	1,194	1.0	159	0.9	87	1.1	33	2.2	2	0.1	1	0.4	2	0.1	1	0.0	6	1.7	•	•
Hmong	1,754	1.5	134	0.7	4	0.1	12	0.8	•	•	30	11.9	5	0.1	•	•	1	0.3	•	•
Korean	3,000	2.6	577	3.1	146	1.8	27	1.8	•	•	1	0.4	8	0.2	4	0.2	1	0.3	•	•
Lao	443	0.4	221	1.2	17	0.2	2	0.1	7	0.5	10	4.0	10	0.3	2	0.1	2	0.6	•	•
Russian	2,479	2.1	756	4.1	246	3.1	15	1.0	•	•	•	•	3	0.1	2	0	7	2.0	•	•
Spanish	77,852	67.0	10,396	56.6	6,313	79.5	543	36.7	243	16.7	141	55.7	1,713	46.1	151	7.0	180	50.3	25	8.7
Tagalog	652	0.6	96	0.5	20	0.3	9	0.6	2	0.1	1	0.4	16	0.4	10	0.5	•	•	•	•
Vietnamese	6,343	5.5	1,446	7.9	166	2.1	19	1.3	4	0.3	•	•	39	1.0	5	0.2	2	0.6	2	0.7
Other	6,496	5.6	1,239	6.7	198	2.5	86	5.8	10	0.7	22	8.7	75	2.0	30	1.4	19	5.3	1	0.3
Total	**116,176**	**100**	**18,356**	**100**	**7,943**	**100**	**1,480**	**100**	**1,459**	**100**	**253**	**100**	**3,716**	**100**	**2,152**	**100**	**358**	**100**	**286**	**100**

• No data submitted.

BEST COPY AVAILABLE

Table C-6
Total Enrollment Population
Instructional Program by Highest Degree Earned (1997-98)

	None		GED		High School		AA/AS		4 Year College		Grad. Studies		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	15,806	19.3	1,037	15.8	4,597	13.2	426	9.1	545	6.3	250	6.6	689	11.3
ESL	55,296	67.5	5,053	77.1	27,874	80.2	3,871	82.9	7,518	86.9	3,245	85.6	4,955	81.2
ESL-Cit	10,755	13.1	460	7.0	2,280	6.6	370	7.9	591	6.8	297	7.8	456	7.5
Total	81,847	100	6,550	100	34,751	100	4,667	100	8,654	100	3,792	100	6,100	100

Table C-7
Total Enrollment Population
Instructional Education (1993-94 to 1997-98)

	1993-94		1994-95		1995-96		1996-97		1997-98	
Highest Degree	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
None	51,837	50.5	59,318	52.8	59,399	52.3	66,920	53.3	81,847	55.9
GED Certificate	3,344	3.3	4,253	3.8	5,161	4.5	6,097	4.9	6,550	4.5
High School Diploma	28,570	27.8	29,091	25.9	28,705	25.3	31,985	25.5	34,751	23.7
A.A./ A.S.	7,048	6.8^	7,686	6.7^	8,207	7.2^	4,251	3.4	4,667	3.2
4-Year College	6,090	5.9	6,967	6.2	7,141	6.3	7,605	6.1	8,654	5.9
Graduate Studies	-	-	-	-	-	-	3,283	2.6	3,792	2.6
Other	5,858	5.7	5,128	4.6	4,903	4.3	5,368	4.3	6,100	4.2
	102,747	**100**	**112,443**	**100**	**113,516**	**100**	**125,509**	**100**	**146,361**	**100**

- Data not collected.

^ Includes technical degree.

BEST COPY AVAILABLE

Table D-1
Local Agency Population
Learner Results by Secondary Reasons for Enrollment (1997-98)

	Education		Get a Job		Improved Job		Communication		Citizenship		Personal Goal		Mandated	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	966	4.9	1,515	8.1	583	5.7	1,304	4.9	299	3.5	737	4.0	36	7.1
Improved Job	867	4.4	894	4.8	890	8.6	1,210	4.6	305	3.6	657	3.6	12	2.4
Entered Job Training	288	1.5	412	2.2	174	1.7	279	1.1	85	1.0	248	1.4	27	5.3
Entered Apprenticeship	51	0.3	62	0.3	33	0.3	62	0.2	16	0.2	42	0.2	1	0.2
Entered Post Secondary Ed.	90	0.5	103	0.5	39	0.4	107	0.4	18	0.2	109	0.6	1	0.2
Passed Citizenship Test	379	1.9	206	1.1	121	1.2	502	1.9	447	5.2	306	1.8	11	2.2
Received U.S. Citizenship	174	0.9	134	0.7	91	0.9	258	1.0	174	2.0	147	0.8	7	1.4
Registered to Vote or Voted	160	0.8	110	0.6	75	0.7	173	0.7	62	0.7	127	0.7	6	1.2
Met Personal Goal	4,213	21.3	3,601	19.2	2,012	19.5	5,251	19.9	1,508	17.6	4,424	24.1	89	17.5
Improved Communication Skills	10,183	51.4	9,155	48.8	5,200	50.5	13,916	52.8	4,625	54.0	9,175	50.0	231	45.3
Read More to Children	1,305	6.6	1,352	7.2	592	5.7	1,752	6.6	549	6.4	1,206	6.6	49	9.6
More Involvement in Child's School	856	4.3	956	5.1	353	3.4	1,175	4.5	369	4.3	906	4.9	34	6.7
Other	291	1.5	267	1.4	144	1.4	371	1.4	100	1.2	250	1.4	6	1.2
Total	**19,823**	**100**	**18,767**	**100**	**10,307**	**100**	**26,360**	**100**	**8,558**	**100**	**18,363**	**100**	**510**	**100**

Appendix E

Table E-1
Local Sample and Total Local Population
Instructional Level (1997-98)

	Local Sample		Total Local	
ABE	**N**	**%**	**N**	**%**
PreBeg	1,869	18.5	3,146	20.2
Beginning	2,576	25.5	4,148	26.6
Intermediate	3,098	30.7	4,789	30.7
Advanced	2,551	25.3	3,507	22.5
Total	10,094	100	15,590	100
ESL				
BegLit	6,951	9.5	13,207	12.0
BegLow	23,252	31.8	32,819	29.9
BegHigh	16,129	22.1	23,628	21.5
IntLow	11,688	16	17,508	15.9
IntHigh	9,010	12.3	13,258	12.1
Advanced	6,011	8.2	9,364	8.5
Total	73,041	100	109,784	100
ESL-Cit				
BegLit	634	10.2	3,812	26.7
BegLow	1,961	31.6	3,799	26.6
BegHigh	1,046	16.8	2,263	15.9
IntLow	1,459	23.5	2,329	16.3
IntHigh	734	11.8	1,202	8.4
Advanced	381	6.1	871	6.1
Total	**6,215**	**100**	**14,276**	**100**

Table E-2
Local Sample and Local Total
Learner Gender and Age (1997-98)

	Local Sample		Local Total	
Gender	**N**	**%**	**N**	**%**
Female	56,662	60.0	89,430	60.3
Male	37,739	40.0	58,805	39.7
Total	**94,401**	**100**	**148,235**	**100**
Age				
15-20	7,546	8.8	11,806	8.7
21-30	26,948	31.4	41,823	30.7
31-40	22,784	26.6	36,920	27.1
41-50	13,953	16.3	22,689	16.7
51-64	9,009	10.5	14,187	10.4
64+	5,488	6.4	8,609	6.3
Total	**85,728**	**100**	**136,034**	**100**

Table E-3
Local Sample and Local Total
Learner Highest Degree Earned (1997-1998)

	Local Sample		Local Total	
Highest Degree Earned	**N**	**%**	**N**	**%**
None	47,302	53.1	76,781	54.9
GED	4,270	4.8	6,254	4.5
High School	22,927	25.8	33,958	24.3
AA/AS Degree	2,863	3.2	4,592	3.3
4 Year College	5,447	6.1	8,609	6.2
Grad. Studies	2,456	2.8	3,762	2.7
Other	3,749	4.2	5,994	4.3
Total	**89,014**	**100**	**139,950**	**100**

Table E-4
Local Sample and Local Total Ethnicity (1997-98)

	Local Sample		Local Total	
Ethnicity	**N**	**%**	**N**	**%**
White (not Hispanic)	7,761	8.3	12,780	8.7
Hispanic	58,651	62.9	96,448	65.8
Asian	22,410	24	30,664	20.9
Black	2,230	2.4	2,932	2.0
Pacific Islander	103	0.1	171	0.1
Filipino	576	0.6	880	0.6
Native American	147	0.2	242	0.2
Native Alaskan	11	0.0	18	0.0
Other	1,301	1.4	2,352	1.6
Total	**93,190**	**100**	**146,497**	**100**

Table E-5
Local Sample and Local Total Years of Education (1997-98)

	Local Sample		Local Total	
Years of Education	**N**	**%**	**N**	**%**
<3	12,460	13.2	23,128	15.7
4-6	16,873	17.9	27,052	18.3
7-9	21,093	22.4	31,845	21.6
10-11	11,596	12.3	17,357	11.8
12	15,887	16.9	23,296	15.8
>13	16,242	17.3	24,981	16.9
Total	**94,151**	**100**	**147,659**	**100**

Table E-6
Local Sample and Local Total Native Language (1997-98)

	Local Sample		Local Total	
Native Language	**N**	**%**	**N**	**%**
English	5,891	6.4	8,433	5.8
Spanish	57,844	62.4	95,487	65.6
Vietnamese	6,836	7.4	7,978	5.5
Chinese	9,032	9.7	11,609	8.0
Hmong	1,274	1.4	1,934	1.3
Cambodian	509	0.5	764	0.5
Tagalog	514	0.6	780	0.5
Korean	2,012	2.2	3,751	2.6
Armenian	307	0.3	1,208	0.8
Lao	402	0.4	700	0.5
Russian	2,440	2.6	3,496	2.4
Farsi	663	0.7	1,476	1.0
Other	4,892	5.3	8,051	5.5
Total	**92,646**	**100**	**145,667**	**100**

Table F-1
Regional Distribution
Local Agency Learners (1997-98)

	N	%
Bay Area	27,523	18.4
LA Perimeter	28,325	19.0
Central Valley	7,309	4.9
San Diego	10,518	7.1
LA County	55,712	37.3
Balance of State	19,792	13.3
Total	**149,179**	**100.0**

Table F-2
Instructional Program by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	4,736	17.2	2,676	9.4	1,099	15.0	1,258	12.0	5,848	10.5	3,150	15.9	18,767	12.6
ESL	20,039	72.8	20,867	73.7	5,073	69.4	8,751	83.2	45,455	81.6	14,016	70.8	114,201	76.6
ESL-Citizenship	2,748	10.0	4,782	16.9	1,137	15.6	509	4.8	4,409	7.9	2,626	13.3	16,211	10.9
Total	**27,523**	**100.0**	**28,325**	**100.0**	**7,309**	**100.0**	**10,518**	**100.0**	**55,712**	**100.0**	**19,792**	**100.0**	**149,179**	**100.0**

BEST COPY AVAILABLE

Table F-3
Instructional Level by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE														
Pre-Beginning	566	13.1	1,060	45.2	246	27.4	131	13.5	792	18.5	351	12.6	3,146	20.2
Beginning	1,133	26.3	415	17.7	213	23.7	286	29.5	1,091	25.5	1,010	36.4	4,148	26.6
Intermediate	1,273	29.5	541	23.1	234	26.0	323	33.3	1,414	33.0	1,004	36.2	4,789	30.7
Advanced	1,338	31.0	327	14.0	206	22.9	230	23.7	985	23.0	410	14.8	3,496	22.4
Total	**4,310**	**100.0**	**2,343**	**100.0**	**899**	**100.0**	**970**	**100.0**	**4,282**	**100.0**	**2,775**	**100.0**	**15,579**	**100.0**
ESL														
Beginning Literacy	1,900	9.7	4,124	20.4	1,065	22.2	913	10.8	3,302	7.6	1,903	14.0	13,207	12.0
Beginning Low	4,775	24.4	5,543	27.4	1,350	28.1	2,192	26.0	14,463	33.5	4,491	33.1	32,814	29.9
Beginning High	4,523	23.1	3,742	18.5	996	20.7	1,687	20.0	9,709	22.5	2,967	21.8	23,623	21.5
Intermediate Low	3,684	18.8	3,021	15.0	657	13.7	1,415	16.8	6,689	15.5	2,041	15.0	17,507	15.9
Intermediate High	2,823	14.4	2,195	10.9	375	7.8	1,258	14.9	5,291	12.3	1,310	9.6	13,252	12.1
Advanced	1,882	9.6	1,578	7.8	363	7.6	961	11.4	3,713	8.6	867	6.4	9,364	8.5
Total	**19,587**	**100.0**	**20,203**	**100.0**	**4,805**	**100.0**	**8,426**	**100.0**	**43,167**	**100.0**	**13,579**	**100.0**	**109,767**	**100.0**
ESL-Citizenship														
Beginning Literacy	374	15.1	2,730	65.8	107	10.9	16	4.6	299	7.8	286	11.6	3,812	26.7
Beginning Low	819	33.0	517	12.5	184	18.8	53	15.2	1,436	37.3	790	32.0	3,799	26.6
Beginning High	489	19.7	304	7.3	156	16.0	56	16.1	675	17.5	583	23.6	2,263	15.9
Intermediate Low	392	15.8	308	7.4	361	36.9	75	21.6	790	20.5	403	16.3	2,329	16.3
Intermediate High	230	9.3	167	4.0	126	12.9	129	37.1	360	9.4	190	7.7	1,202	8.4
Advanced	180	7.2	125	3.0	44	4.5	19	5.5	289	7.5	214	8.7	871	6.1
Total	**2,484**	**100.0**	**4,151**	**100.0**	**978**	**100.0**	**348**	**100.0**	**3,849**	**100.0**	**2,466**	**100.0**	**14,276**	**100.0**

BEST COPY AVAILABLE

Table F-4
Provider Type by Region (1997-1998)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult	23,699	86.1	17,745	62.6	6,713	91.8	5,664	53.9	49,368	88.6	17,319	87.5	120,508	80.8
CCD	2,577	9.4	4,861	17.2	492	6.7	4,536	43.1	4,932	8.9	1,640	8.3	19,038	12.8
CBO	812	3.0	5,366	18.9	104	1.4	0	0.0	1,297	2.3	539	2.7	8,118	5.4
Library	435	1.6	353	1.2	0	0.0	318	3.0	115	0.2	294	1.5	1,515	1.0
Total	**27,523**	**100.0**	**28,325**	**100.0**	**7,309**	**100.0**	**10,518**	**100.0**	**55,712**	**100.0**	**19,792**	**100.0**	**149,179**	**100.0**

BEST COPY AVAILABLE

Table F-5a
Learner Demographics by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	16,293	59.5	16,165	57.6	4,475	61.8	6,677	63.9	33,986	61.3	11,817	60.1	89,413	60.3
Male	11,072	40.5	11,887	42.4	2,762	38.2	3,779	36.1	21,419	38.7	7,851	39.9	58,780	39.7
Total	**27,365**	**100.0**	**28,052**	**100.0**	**7,237**	**100.0**	**10,456**	**100.0**	**55,405**	**100.0**	**19,668**	**100.0**	**148,193**	**100.0**
Age														
<18	189	0.7	198	0.8	53	0.8	141	1.5	399	0.7	238	1.3	1,177	0.9
18-20	1,682	6.8	1,668	6.5	521	8.3	913	9.6	4,168	8.1	1,671	9.1	10,623	7.8
21-30	7,062	28.4	8,122	31.5	1,986	31.7	2,813	29.5	15,980	31.2	5,831	31.7	41,804	30.7
31-40	6,206	25.0	7,330	28.4	2,050	32.6	2,418	25.4	13,754	26.9	5,153	28.1	36,911	27.1
41-50	4,129	16.6	4,268	16.5	1,154	18.3	1,489	15.6	8,583	16.8	3,063	16.7	22,686	16.7
50-60	2,377	9.6	1,992	7.7	388	6.2	892	9.4	3,896	7.6	1,345	7.3	10,890	8.0
>60	3,215	12.9	2,213	8.6	128	2.0	865	9.1	4,416	8.6	1,068	5.8	11,905	8.8
Total	**24,839**	**100.0**	**25,791**	**100.0**	**6,290**	**100.0**	**9,531**	**100.0**	**51,176**	**100.0**	**18,369**	**100.0**	**135,996**	**100.0**
Ethnic Background														
White (not Hispanic)	3,524	13.1	1,472	5.3	451	6.3	947	9.2	3,564	6.5	2,819	14.5	12,777	8.7
Hispanic	11,287	41.9	21,312	76.8	4,878	68.0	7,113	69.1	39,874	72.6	11,950	61.4	96,414	65.8
Asian	9,813	36.5	4,424	16.0	1,488	20.8	1,485	14.4	9,837	17.9	3,616	18.6	30,663	20.9
Black (not Hispanic)	1,327	4.9	136	0.5	79	1.1	294	2.9	660	1.2	446	2.3	2,932	2.0
Pacific Islander	50	0.2	27	0.1	3	0.0	9	0.1	42	0.1	39	0.2	170	0.1
Filipino	301	1.1	59	0.2	63	0.9	149	1.4	172	0.3	146	0.8	890	0.6
Native American	57	0.2	25	0.1	17	0.2	17	0.2	66	0.1	60	0.3	242	0.2
Native Alaskan	5	0.0	7	0.0	0	0.0	2	0.0	2	0.0	2	0.0	18	0.0
Other	565	2.1	274	1.0	192	2.7	276	2.7	682	1.2	371	1.9	2,350	1.6
Total	**26,919**	**100.0**	**27,736**	**100.0**	**7,171**	**100.0**	**10,292**	**100.0**	**54,899**	**100.0**	**19,449**	**100.0**	**148,466**	**100.0**
Native Language														
English	2,747	10.3	961	3.5	488	6.9	347	3.4	2,056	3.8	1,821	9.4	8,420	5.8
Spanish	10,948	40.9	21,288	76.8	4,741	66.9	7,071	69.1	39,635	72.7	11,777	60.9	95,460	65.6
Vietnamese	2,842	10.6	2,499	9.0	76	1.1	694	6.8	1,292	2.4	575	3.0	7,978	5.5
Chinese	4,614	17.2	774	2.8	144	2.0	272	2.7	4,903	9.0	932	4.7	11,639	8.0
Hmong	3	0.0	33	0.1	848	12.0	18	0.2	6	0.0	1,026	5.3	1,934	1.3
Cambodian	199	0.7	112	0.4	63	0.9	59	0.6	238	0.5	53	0.3	764	0.5
Tagalog	259	1.0	53	0.2	42	0.6	150	1.5	153	0.3	123	0.6	780	0.5
Korean	562	2.1	528	1.9	36	0.5	152	1.5	2,167	4.0	306	1.6	3,751	2.6
Armenian	29	0.1	27	0.1	26	0.4	17	0.2	1,048	1.9	61	0.3	1,208	0.8
Lao	128	0.5	32	0.1	242	3.4	66	0.6	25	0.0	208	1.1	699	0.5
Russian	1,337	5.0	187	0.7	44	0.6	340	3.3	593	1.1	1,005	5.2	3,496	2.4
Farsi	527	2.0	300	1.1	19	0.3	120	1.2	375	0.7	136	0.7	1,476	1.0
Other	2,558	9.6	976	3.3	318	4.5	925	9.0	1,930	3.7	1,344	7.0	8,051	5.5
Total	**26,753**	**100.0**	**27,710**	**100.0**	**7,087**	**100.0**	**10,231**	**100.0**	**54,511**	**100.0**	**18,234**	**100.0**	**146,526**	**100.0**

- No data submitted

BEST COPY AVAILABLE

Table F-5b
Learner Demographics by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Highest Degree														
None	11,486	44.5	15,633	59.6	5,169	74.4	5,072	52.4	27,734	52.8	11,664	62.2	76,758	54.9
GED Certificate	1,126	4.4	1,144	4.4	224	3.2	471	4.9	2,474	4.7	807	4.3	6,246	4.5
High School Diploma	7,645	29.6	5,990	22.8	959	13.8	2,277	23.5	12,911	24.6	4,168	22.2	33,950	24.3
A.A./ A.S.	1,148	4.4	733	2.8	96	1.4	277	2.9	1,849	3.5	489	2.6	4,592	3.3
4-Year College	2,420	9.4	1,255	4.8	135	1.9	690	7.1	3,362	6.4	746	4.0	8,608	6.2
Graduate Studies	1,052	4.1	574	2.2	95	1.4	350	3.6	1,387	2.6	304	1.6	3,762	2.7
Other	936	3.6	910	3.5	266	3.8	539	5.6	2,774	5.3	568	3.0	5,993	4.3
Total	**25,813**	**100.0**	**26,239**	**100.0**	**6,944**	**100.0**	**9,676**	**100.0**	**52,491**	**100.0**	**18,746**	**100.0**	**139,909**	**100.0**
Years of Education														
<4	2,876	10.6	6,656	23.8	2,436	33.5	1,255	12.0	6,666	12.1	3,238	16.7	23,127	15.7
4-6	3,770	13.9	4,940	17.6	1,573	21.6	1,875	17.9	10,643	19.3	4,245	21.9	27,046	18.3
7-9	5,345	19.6	5,847	20.9	1,321	18.2	2,477	23.6	12,742	23.1	4,103	21.1	31,835	21.6
10-11	3,842	14.1	2,570	9.2	735	10.1	1,219	11.6	6,209	11.2	2,768	14.3	17,343	11.7
12	5,205	19.1	4,177	14.9	642	8.8	1,699	16.2	8,868	16.1	2,696	13.9	23,287	15.8
13+	6,172	22.7	3,802	13.6	570	7.8	1,954	18.6	10,122	18.3	2,359	12.2	24,979	16.9
Total	**27,210**	**100.0**	**27,992**	**100.0**	**7,277**	**100.0**	**10,479**	**100.0**	**55,250**	**100.0**	**19,409**	**100.0**	**147,617**	**100.0**

BEST COPY AVAILABLE

Table F-6
Reason for Enrollment by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Primary Reason														
Education	6,376	23.7	7,487	27.1	2,077	29.3	2,411	23.9	15,514	28.4	5,797	29.8	39,662	27.2
Get a Job	3,041	11.3	1,823	6.6	496	7.0	987	9.8	3,706	6.8	1,709	8.8	11,762	8.1
Improve Job	1,746	6.5	1,573	5.7	217	3.1	628	6.2	2,926	5.4	1,091	5.6	8,181	5.6
Communication	10,489	39.0	9,354	33.9	2,317	32.7	4,039	40.0	22,664	41.6	7,011	36.0	55,874	38.3
Citizenship	2,703	10.0	4,580	16.6	407	5.8	939	9.3	4,324	7.9	1,926	9.9	14,879	10.2
Personal Goal	2,016	7.5	2,524	9.1	632	8.9	975	9.7	4,937	9.1	1,324	6.8	12,408	8.5
Mandated	548	2.0	260	0.9	932	13.2	109	1.1	473	0.9	613	3.1	2,935	2.0
Total	**26,919**	**100.0**	**27,601**	**100.0**	**7,078**	**100.0**	**10,088**	**100.0**	**54,544**	**100.0**	**19,471**	**100.0**	**145,701**	**100.0**
Secondary Reason														
Education	4,177	16.7	5,253	21.1	1,659	24.2	1,736	18.3	9,401	18.0	3,595	19.0	25,821	18.8
Get a Job	3,853	15.4	3,630	14.6	1,360	19.9	1,578	16.6	7,969	15.3	3,175	16.8	21,565	15.7
Improve Job	2,337	9.3	2,312	9.3	379	5.5	741	7.8	5,180	9.9	1,504	8.0	12,453	9.1
Communication	5,617	22.4	5,765	23.1	1,630	23.8	2,277	24.0	12,883	24.7	4,448	23.5	32,620	23.7
Citizenship	1,791	7.1	2,296	9.2	530	7.7	1,082	11.4	3,495	6.7	1,591	8.4	10,785	7.8
Personal Goal	3,784	15.1	4,148	16.7	858	12.5	1,595	16.8	9,612	18.4	2,953	15.6	22,950	16.7
Mandated	83	0.3	64	0.3	128	1.9	35	0.4	225	0.4	169	0.9	704	0.5
None	3,427	13.7	1,437	5.8	300	4.4	442	4.7	3,457	6.6	1,473	7.8	10,536	7.7
Total	**25,069**	**100.0**	**24,905**	**100.0**	**6,844**	**100.0**	**9,486**	**100.0**	**52,222**	**100.0**	**18,908**	**100.0**	**137,434**	**100.0**

BEST COPY AVAILABLE

Table F-7
Learner Progress and Results by Region (1997-98)

	Bay Area		LA Perimeter		Central alley		San Diego		LA County		Balance of State		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Progress														
No show/did not attend	1,425	6.5	1,212	5.8	319	6.7	935	10.5	3,380	7.5	856	6.0	8,126	7.0
Retained in program	12,906	58.5	8,480	40.6	1,934	40.4	5,417	60.7	20,673	45.9	6,069	42.8	55,469	47.9
Changed program	400	1.8	514	2.5	74	1.5	139	1.6	604	1.3	196	1.4	1,927	1.7
Completed level entered	1,255	5.7	1,809	8.7	225	4.7	275	3.1	4,579	10.2	1,247	8.8	9,390	8.1
Moved to a higher level	1,957	8.9	3,130	15.0	727	15.2	566	6.2	6,725	14.9	1,876	13.2	14,971	12.9
Left before completing	3,760	17.0	3,871	18.5	1,417	29.6	1,466	16.4	7,909	17.6	3,672	25.9	22,095	19.1
Other	375	1.7	1,874	9.0	92	1.9	143	1.6	1,188	2.6	256	1.8	3,928	3.4
Total	**22,078**	**100.0**	**20,890**	**100.0**	**4,788**	**100.0**	**8,931**	**100.0**	**45,058**	**100.0**	**14,161**	**100.0**	**115,906**	**100.0**
Learner Results														
Got a job	1,483	23.9	920	14.9	170	2.7	546	8.8	2,150	34.7	925	14.9	6,194	100.0
Got a better job	989	18.2	1,056	19.5	60	1.1	440	8.1	2,364	43.6	515	9.5	5,424	100.0
Entered job training	426	24.9	271	15.9	77	4.5	133	7.8	573	33.5	229	13.4	1,709	100.0
Entered apprenticeship	45	15.1	42	14.1	8	2.7	19	6.4	149	50.0	35	11.7	298	100.0
Entered post secondary education	123	24.3	64	12.6	5	1.0	51	10.1	160	31.6	104	20.5	507	100.0
Passed citizenship test	510	21.3	521	21.7	121	5.1	188	7.8	724	30.2	332	13.9	2,396	100.0
Received US citizenship	215	18.6	201	17.3	47	4.1	113	9.7	466	40.1	118	10.2	1,159	100.0
Registered to vote	156	18.7	156	18.7	26	3.1	48	5.7	356	42.6	93	11.1	835	100.0
Met personal goal	3,839	15.9	4,515	18.7	734	3.0	1,766	7.3	10,661	44.2	2,607	10.8	24,122	100.0
Improved communication	11,595	19.1	9,929	16.4	1,934	3.2	5,181	8.5	23,704	39.1	8,274	13.6	60,617	100.0
Read more to child	1,089	14.1	1,593	20.6	286	3.7	632	8.2	3,139	40.5	1,008	13.0	7,747	100.0
Greater involvement in child's school	725	13.9	989	19.0	138	2.6	415	8.0	2,232	42.8	711	13.6	5,210	100.0
Other	207	12.8	464	28.7	1	0.1	3	0.2	543	33.5	401	24.8	1,619	100.0

BEST COPY AVAILABLE

Table F-8
Distribution of Reading Pre-Test Scores by Region (1997-98)

	Bay Area		LA Perimeter		Central Valley		San Diego		LA County		Balance of State		Total	
Score Range	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE														
<200	317	16.4	466	44.7	8	3.1	53	7.5	367	21.0	81	11.2	1,291	20.1
201-210	116	6.0	49	4.7	24	9.2	40	5.6	146	8.3	60	8.3	435	6.8
211-220	348	18.0	102	9.8	76	29.0	183	25.8	317	18.1	105	14.5	1,131	17.6
221-229	575	29.8	189	18.2	92	35.1	257	36.3	474	27.1	272	37.6	1,859	29.0
230+	574	29.7	236	22.6	62	23.7	175	24.7	447	25.5	205	28.4	1,698	26.5
Total	**1,930**	**100.0**	**1,040**	**100.0**	**262**	**100.0**	**708**	**100.0**	**1,751**	**100.0**	**723**	**100.0**	**6,414**	**100.0**
ESL														
166-180	162	3.2	1,035	13.4	289	13.6	198	6.9	523	3.4	361	8.7	2,578	6.9
181-190	227	4.5	586	7.7	308	14.1	242	8.5	955	6.3	439	10.6	2,777	7.5
191-200	636	12.7	1,286	16.6	437	19.9	382	13.3	2,201	14.4	820	19.8	5,762	15.5
201-210	963	19.2	1,314	17.0	383	17.5	484	16.9	2,896	19.0	875	21.1	6,915	18.6
211-220	1,380	27.6	1,593	20.6	398	18.2	654	22.9	3,990	26.1	817	19.7	8,832	23.7
221-229	1,045	20.9	1,167	15.1	250	11.4	489	17.1	3,090	20.2	610	14.7	6,651	17.9
230+	594	11.9	747	9.7	117	5.3	413	14.4	1,615	10.6	226	5.4	3,712	10.0
Total	**5,007**	**100.0**	**7,738**	**100.0**	**2,152**	**100.0**	**2,862**	**100.0**	**15,280**	**100.0**	**4,148**	**100.0**	**37,227**	**100.0**
ESL/Citizenship														
166-180	40	12.3	1,369	63.3	15	3.9	6	2.6	77	6.6	40	6.1	1,547	31.4
181-190	33	10.1	130	6.0	25	6.5	12	5.3	137	11.7	66	10.1	403	8.2
191-200	34	10.4	303	14.0	57	14.7	31	13.6	243	20.7	108	16.5	776	15.7
201-210	54	16.6	179	8.3	95	24.5	38	16.7	229	19.5	146	22.3	741	15.0
211-220	81	24.8	99	4.6	119	30.7	70	30.7	256	21.8	163	24.9	788	16.0
221-229	59	18.1	53	2.4	63	16.3	43	18.9	170	14.5	98	15.0	486	9.9
230+	25	7.7	31	1.4	13	3.4	28	12.3	62	5.3	34	5.2	193	3.9
Total	**326**	**100.0**	**2,164**	**100.0**	**387**	**100.0**	**228**	**100.0**	**1,174**	**100.0**	**655**	**100.0**	**4,934**	**100.0**

BEST COPY AVAILABLE

Table G-1
State Agency Population
Instructional Program by Provider Type (1997-98)

	CDC		CDDS		CYA		CCC	
	N	%	N	%	N	%	N	%
ABE	2980	78.3	280	100.0	165	46.0	288	99.7
ESL	825	21.7	0	0.0	162	45.1	1	0.3
ESL-Citizenship	1	0.0	0	0.0	32	8.9	0	0.0
Total	3806	100.0	280	100.0	359	100.0	289	100.0

Table G-2
State Agency Population
Ethnicity and Native Language by Provider Type (1997-98)

	CDC		CDDS		CYA		CCC		Overall	
Ethnicity	N	%	N	%	N	%	N	%	N	%
White	503	13.4	124	44.4	30	8.7	105	37.1	762	16.4
Hispanic	1957	52.3	38	13.6	213	61.6	76	26.9	2284	49.1
Asian	94	2.5	4	1.4	42	12.1	4	1.4	144	3.1
Black	954	25.5	84	30.1	54	15.6	69	24.4	1161	25.0
Pacific Islander	21	0.6	3	1.1	2	0.6	1	0.4	27	0.6
Filipino	23	0.6	4	1.4	1	0.3	2	0.7	30	0.6
Native American	54	1.4	12	4.3	1	0.3	13	4.6	80	1.7
Other	136	3.6	10	3.6	3	0.9	13	4.6	162	3.5
Total	3742	100	279	100	346	100	283	100	4660	100
Native Language										
English	1807	48.7	244	87.8	107	30.4	253	88.8	2411	52.2
Spanish	1709	46.1	15	5.4	178	50.6	24	8.4	1926	41.7
Vietnamese	39	1.1	0	0.0	2	0.6	2	0.7	43	0.9
Chinese	8	0.2	1	0.4	30	8.5	2	0.7	41	0.9
Hmong	5	0.1	0	0.0	1	0.3	0	0.0	6	0.1
Cambodian	13	0.4	0	0.0	0	0.0	1	0.4	14	0.3
Tagalog	16	0.4	2	0.7	0	0.0	0	0.0	18	0.4
Korean	8	0.2	1	0.4	1	0.3	0	0.0	10	0.2
Armenian	12	0.3	5	1.8	1	0.3	2	0.7	20	0.4
Lao	10	0.3	1	0.4	2	0.6	0	0.0	13	0.3
Russian	3	0.1	1	0.4	6	1.7	0	0.0	10	0.2
Farsi	2	0.1	0	0.0	6	1.7	0	0.0	8	0.2
Other	75	2.0	8	2.9	18	5.1	1	0.4	102	2.2
Total	3707	100	278	100	352	100	285	100	4622	100

BEST COPY AVAILABLE

Table G-3
State Agency Population
Highest Degree Earned, Years of Education, Primary Reason for Enrollment, and Progress by Provider Type (1997-98)

	CDC		CDDS		CYA		CCC		Overall	
Highest Degree Earned	N	%	N	%	N	%	N	%	N	%
None	2936	81.4	101	36.2	251	73.0	141	49.3	3429	76.0
GED	154	4.3	57	20.4	11	3.2	23	8.0	245	5.4
High School	392	10.9	84	30.1	54	15.7	120	42.0	650	14.4
AA/AS	17	0.5	14	5.0	11	3.2	0	0.0	42	0.9
4 year college	13	0.4	8	2.9	6	1.7	0	0.0	27	0.6
Graduate studies	17	0.5	3	1.1	6	1.7	1	0.3	27	0.6
Other	76	2.1	12	4.3	5	1.5	1	0.3	94	2.1
Total	3605	100	279	100	344	100	286	100	4514	100
Years of Education										
< 3	579	15.5	2	0.7	21	6.2	2	0.7	604	13.0
4-6	553	14.8	5	1.8	34	10.0	2	0.7	594	12.8
7-9	931	25.0	51	18.2	158	46.6	23	8.0	1163	25.1
10-11	1113	29.9	80	28.6	61	18.0	122	42.2	1376	29.7
12	448	12.0	96	34.3	36	10.6	103	35.6	683	14.7
> 13	100	2.7	46	16.4	29	8.6	37	12.8	212	4.6
Total	3724	100	280	100	339	100	289	100	4632	100
Primary Reason for Enrollment										
Education	1549	42.8	277	98.9	237	66.8	133	47.0	2196	48.4
Job	33	0.9	0	0.0	16	4.5	75	26.5	124	2.7
Improve Job	6	0.2	0	0.0	5	1.4	7	2.5	18	0.4
Communication	84	2.3	0	0.0	53	14.9	0	0.0	137	3.0
Citizenship	5	0.1	0	0.0	40	11.3	0	0.0	45	1.0
Personal Goal	78	2.2	3	1.1	4	1.1	28	9.9	113	2.5
Mandated	1866	51.5	0	0.0	0	0.0	40	14.1	1906	42.0
Total	3621	100	280	100	355	100	283	100	4539	100
Progress Goal Attainment										
Retained in Program	374	66.1	-	-	64	77.1	4	8.7	442	63.6
Changed Program	21	3.7	-	-	1	1.2	1	2.2	23	3.3
Completed Level	9	1.6	-	-	3	3.6	2	4.3	14	2.0
Moved to a Higher Level	51	9.0	-	-	4	4.8	35	76.1	90	12.9
Left Before Completing	111	19.6	-	-	11	13.3	4	8.7	126	18.1
Total	566	100	-	-	83	100	46	100	695	100

BEST COPY AVAILABLE

Table G-4
State Agency Population
Test Scores and Learning Gains by Provider Type (1997-98)

	CDC (N = 180)	CDDS (N = 22)	CYA (N = 11)	CCC (N = 11)	Overall
	Mean	Mean	Mean	Mean	Mean
Pretest	215.9	204.8	217.7	221.2	215.2
Post-test	221.0	210.6	221.7	228.1	220.4
Learning Gain	5.0	5.9	4.0	6.9	5.1

Table H-1
Special Education Population
Learner Demographics (1997-98)

Ethnicity	N	%
White	2,964	67.1
Hispanic	813	18.4
Asian	151	3.4
Black	369	8.4
Pacific Islander	14	0.3
Filipino	45	1.0
Native American	21	0.5
Other	38	0.9
Total	**4,415**	**100**
Native Language		
English	3,703	84.4
Spanish	496	11.3
Vietnamese	16	0.4
Chinese	40	0.9
Hmong	10	0.2
Cambodian	1	0.0
Tagalog	34	0.8
Korean	14	0.3
Armenian	2	0.0
Lao	2	0.0
Russian	6	0.1
Farsi	3	0.1
Other	60	1.4
Total	**4,387**	**100**

Table H-2
Special Education Population
Highest Degree Earned, Years of Education, Secondary Reason for Enrollment, and Progress (1997-98)

Highest Degree Earned	N	%
None	3656	83.9
GED	52	1.2
High School	466	10.7
AA/AS	26	0.6
4 year college	35	0.8
Graduate studies	10	0.2
Other	112	2.6
Total	**4356**	**100**
Years of Education		
<3	2710	61.2
4-6	147	3.3
7-9	193	4.4
10-11	246	5.6
12	919	20.8
>13	213	4.8
Total	**4428**	**100**
Secondary Reason for Enrollment		
Education	260	10.0
Job	326	12.5
Improve Job	133	5.1
Communication	533	20.5
Citizenship	18	0.7
Personal Goal	1324	50.9
Mandated	8	0.3
Total	**2602**	**100**
Progress		
Retained in Program	2400	87.0
Changed Program	45	1.6
Completed Level	111	4.0
Moved to a Higher Level	121	4.4
Left Before Completing	82	3.0
Total	**2759**	**100**

Table H-3
Special Education Population
Test Scores and Learning Gain by Reading Level (1997-98)

	AAAA (N = 71)	AAA (N = 80)	AA (N = 41)	A (N = 35)	B (N = 39)	Overall
	Mean	Mean	Mean	Mean	Mean	Mean
Pretest	149.5	172.4	186	195.1	207.1	176.4
Post-test	152.9	175.5	190.2	196	210.3	179.6
Learning Gain	3.5	3.1	4.2	0.9	3.3	3.1